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ABSTRACT

A comprehensive third-party evaluation assessed the impact of the University Council for Vocational Education in Illinois. Objectives were to assess impacts of funding the University Council for each participating university; determine its impact on improving the quality and expanding the scope of adult, vocational, and technical education; and document strengths and weaknesses in terms of efforts in coordinating intra-state teacher education activities. Major procedures included documentation research; statewide interviews; review of annual university plans, funding agreements, and final reports; university campus visitations and interviews; university campus impact survey; and statewide education leader impact survey. The 38 major findings and conclusions were divided into two areas. (1) A statewide impact assessment across the nine member universities summarized "major activities and their impacts" and "factors that inhibit/enhance impacts." (2) Impact-related findings and conclusions regarding the University Council and the State Board were organized according to effectiveness, efficiency, and equity considerations. The 23 major recommendations were reported according to the four areas of involvement of the University Council: the nine member universities, the University Council, the State Board, and the State Board/University Council/Occupational Education Coordinator Projects. (Exhibits, totalling over one-half of the report, include instruments and results.) (YLB)

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ED264408

An Impact Assessment Of The University Council

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Concepts, Inc.

Sponsored by

Illinois State Board of Education

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Research and
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EXECUTIVE SUMMARY

The University Council for Vocational Education in Illinois has functioned continuously since 1969 with the Illinois State Board of Education's Department of Adult, Vocational and Technical Education. Since the inception of the University Council, evaluation has been limited to annual reviews of continuation plans and final project reports. In order to identify strengths and weaknesses and to plan future University Council programs and activities, the need for a comprehensive third-party evaluation to assess the impact of the University Council was determined. Educational Operations Concepts, Inc. (EOC) has conducted this impact assessment during Fiscal Year 1985.

Four major objectives have been associated with the performance of the assessment project:

- Objective 1: Assess the impacts of funding the University Council for Vocational Education in Illinois and its activities for each participating university, and for the State Board's programs of vocational, technical, adult, and career education, and CETA/JTPA initiatives.
- Objective 2: Determine the impact of the University Council for Vocational Education on improving the quality and expanding the scope of adult, vocational and technical education in Illinois, specifically related to such areas as:
    - state and federal legislation;
    - teacher certification;
    - teacher education; and
    - the quality of the linkages established between the University Council and other agencies.
- Objective 3: Document strengths and weaknesses in the University Council process in terms of efforts in coordinating intra-state teacher education activities; and
- Objective 4: Provide recommendations to State Board staff regarding improvement in the form and/or structure of the University Council for Vocational Education in Illinois.

The framework for the Third-Party Evaluation involved assessments of the University Council and the nine member universities, their goals/objectives/thrusts and accomplishments in terms of Funding Agreements with the State Board and of State Board goals/objectives and thrusts. Major project procedures included:

- Documentation Research: University Council Meeting Minutes and Materials (1969-1985);
- Statewide Interviews;
- Review of Annual University Plans, Funding Agreements and Final Reports (1979-1985);
- University Campus Visitations and Interviews;
- University Campus Impact Survey; and
- Statewide Education Leader Impact Survey.

Major findings and conclusions total thirty-eight (38), documented fully in two sub-sections of Section 3, as follows:

- A Statewide Impact Assessment Summary across the Nine Member Universities (based on the on-site visitations and the documents entitled, "Occupational Education Coordinator Project: A Summary Impact Statement", prepared for each of the nine member universities). The Statewide Impact Assessment Summary includes discussions of Major Activities and their Impacts; and Factors that Inhibit/Enhance Impacts; and
- The University Council and the State Board: Impact-related Findings and Conclusions, organized according to effectiveness (impact), efficiency, and equity considerations.

Major Recommendations, totalling twenty-three (23) are presented fully in Section 4 according to the four arenas of involvement of the University Council for Vocational Education in Illinois:

- The nine member Universities;
- The University Council:
- The State Board; and
- The State Board/University Council/Occupational Education Coordinator Projects.

The remainder of the Executive Summary consists of brief summary statements of each of the 23 major recommendations.

THE NINE MEMBER UNIVERSITIES

1. Base all Occupational Education Coordinator Project activities on needs assessment and individual professional development plans.

2. Coordinate the development of the University Plan for Vocational Education with institutional planning, restricting proposed activities to those which are realistic and achievable.

3. Expand campus and regional communication and coordination efforts utilizing faculty/local education agency newsletters and advisory committes/councils.

4. Seek to increase the provision of off-campus programs and services with associated university incentive structures or mechanisms.

5. Encourage teacher education initiatives (both pre-service and in-service) to include Quality Assistance Plan (QAP) topics such as: teacher awareness, technical writing, needs assessment, planning, and evaluation of effectiveness.

6. Recognize the State Board funding source and the Occupational Education Coordinator Project on all written materials as a means of increasing visibility.

THE UNIVERSITY COUNCIL

7. Encourage the longitudinal and progressive development of University Council activities, basing each year's activities upon previous experiences.

8. Assume a leadership role regarding vocational education issues as opposed to a reactive role.

9. Capitalize upon the University Council's potential to act as a whole for vocational education with communication, coordinating and networking capabilities.

10. Continue to build the University Council's ex officio linkages, particularly

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with the Illinois Vocational Association, the Illinois Council on Vocational Education, the Illinois Community College Board, and the Illinois Vocational Curriculum Center.

THE STATE BOARD

11. Continue to fund the Occupational Education Coordinator Projects, giving priority to liaison activities followed by professional development and capacity building activities (in that order).

12. Continue to involve teacher educators in the statewide staff development planning process through the University Council, with State Board-incorporated formal needs assessments.

13. Define specifically what needs to be accomplished by the University Council and the Occupational Education Coordinator Projects in terms of measureable outcomes, thereby facilitating greater accountability.

14. Continue efforts to tie the Occupational Education Coordinator position to an administrative locus as visible and comprehensive as possible, but continue to strengthen the cooperative model, rather than to emphasize the "Council of Vice Presidents or Deans" concept.

15. Build greater accountability for time and dollars into the Occupational Education Coordinator Projects utilizing programmatic reporting and on-site evaluations.

16. Reexamine periodically the skills needed by the Occupational Education Coordinator to manage successfully the on-campus projects and contribute to statewide leadership.

THE STATE BOARD/UNIVERSITY COUNCIL/ OCCUPATIONAL EDUCATION COORDINATOR PROJECTS

17. Define precisely the mission (purpose) of the University Council, basing the

mission statement upon statewide highest priority needs as identified by the State Board.

18. Clarify the roles of the State Board, the University Council, and the Projects as they exist on each campus, such that common expectations exist for each entity.

19. Explore ways in which University Council members, other university personnel, and State Board personnel can interact more frequently. (Involvement of State Board personnel in on-site evaluation teams is one means of increasing this interaction.)

20. Define clearly the role in Education for Employment/Regional Delivery for the University Council and the nine member universities in a statewide and consistent mode.

21. Achieve equity in funding by either adjusting the funding or by adjusting the responsibilities on a campus-by-campus basis. (State needs and individual university strengths must be assessed and recognized in the development of a funding formula.)

22. Consider seven numerical parameters if any portion of the funding formula for the Occupational Education Coordinator Projects is based upon a "numbers" component.

23. Constitute a Task Force (early in Fiscal Year 1986) to re-shape (or re-affirm) the form, the structure and the funding patterns for the University Council. Membership should include State Board personnel and university personnel beyond the Occupational Education Coordinator.

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Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material An Impact Assessment of the University Council for Vocational Education in Illinois

2. Date material was completed June 30, 1985

3. Please check one: New material x Revised material ____ Field-tested material ____

4. Originating agency Educational Operations Concepts, Inc.

Address 1773 Skillman West, Saint Paul, Minnesota Zip Code 55113

5. Name(s) of developer(s) Fred C. McCormick, Ph.D., and Eileen R. McCormick, M.S.

Address 1773 Skillman West, Saint Paul, Minnesota Zip Code 55113

6. Developed pursuant to Contract Number R-31-15-X-0352-530

7. Subject Matter (Check only one according to Department of Education Code):

Code

____ 01 Agricultural Education
____ 03 Business and Office Education
____ 04 Distributive Education
____ 07 Health Occupations Education
____ 09 Home Economics Education
____ 10 Industrial Arts Education
____ 16 Technical Education
____ 17 Trade and Industrial Education
____ 22 Cooperative Education
____ Career Education
X Other (Specify) All of Above

8. Education Level:

____ Pre-K Thru 6
X Post-Secondary
X Administrator (Pre-Service)
X 7-8
X Adult
X 9-10
X Teacher (Pre-service)
X Other (Specify) Teacher (In-Service)
X 11-12

9. Intended for Use By:

____ Student
X Teacher Educator
____ Classroom Teacher
____ Guidance Staff
____ Local Administrator
X State Personnel
____ Other (Specify) ____

10. Student Type:

____ Regular
____ Limited-English Proficiency
____ Disadvantaged
____ Handicapped
X Other (Specify) All of Above

11. Medium and Format of Materials

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x understanding
x deciding
x implementing

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16 General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Write the description so that it can be used to promote the material. Continue on back of this sheet or on another sheet if necessary.) (Please see reverse side)

17 Person Completing this Abstract Fred C. McCormick, Ph.D., President

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Saint Paul, Minnesota Zip 55113
(612) 633-1103

(OVER)

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16. The general objective of this document is to provide an overview of the processes and products associated with The Third-Party Evaluation to Assess the Impact of the Quality Assistance Plan: Continuation. Included are discussions of the impact assessment and technical assistance activities associated with the two-year project during Fiscal Years 1984 and 1985. Included are six major sections, as follows:

. Executive Summary

. Product Abstract

1. Introduction: The Quality Assistance Plan and Impact Assessment Design

2. Quality Assistance Plan (QAP) Project/Program Impact Assessments

3. State-Level Technical Assistance for the Quality Assistance Plan

4. Technical Assistance for Quality Assistance Plan Writers

5. Major Conclusions and Recommendations

6. Exhibits

   . A. Final Report Abstract
   . B. ERIC Documentation Letter
   . C. (Continuation) Proposal Abstract
   . D. Request for Information
   . E. A Composite Review of the Quality Assistance Plans Funded in Fiscal Years 1982, 1983 and 1984
   . F. Quality Assistance Plan (QAP) Impact Survey Results (Composite of QAP Plan Writers)
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   . O. Memorandum to Regional Vocational Administrators: Vocational Educators Workshops

1. INTRODUCTION: THE IMPACT ASSESSMENT

This document has been prepared as one of two final products associated with A Third-Party Evaluation to Assess the Impact of the University Council for Vocational Education in Illinois. This document includes an Introduction followed by discussions of Methodology and Procedural Overview, and Major Findings/Conclusions. Final sections include Major Recommendations and Exhibits. This first section provides an introduction to the Impact Assessment. The Final Report, the other final product, summarizes all of the comprehensive impact assessments and recommendations, including suggested future approaches which Illinois might take in order to enhance the impact of the University Council. A Final Report Abstract follows, as Exhibit A, at the conclusion of this Final Product.

. Problem Statement: Request for Proposal

The University Council for Vocational Education in Illinois has functioned continuously since 1969 in a collaborative capacity with the Illinois State Board of Education's Department of Adult, Vocational and Technical Education. Its beginnings can be traced to contracts from the (then) Illinois Division of Vocational and Technical Education with six public universities in Illinois in Fiscal Year 1970; three additional universities have been added since that time. The contracts were for the purpose of identifying a faculty member on each campus to serve in a liaison role between the state office and the respective university. Currently, membership consists of a representative from the State Board and one Vocational Education Coordinator appointed by the president of each of the nine public universities in Illinois that offer vocational personnel preparation programs. (More complete background is presented in the Historical Summary as part of the concluding sub-section of this introductory section.)

Since Fiscal Year 1979, each university has prepared a university one- and five-year plan for the development of professional personnel to function in the delivery of local programs of adult, vocational and technical education. In December, 1983, the Department of Adult, Vocational and Technical Education revised the document, "Guidelines and Specifications for Preparing a University Plan for Vocational Education". The document includes PART ONE, with an outline for the "heart" of the University Plan for Vocational Education. PART TWO of the University Plan is the Funding Agreement for the University Vocational Education Coordinator. The content, format and arrangement of the Funding Agreement has been designed to conform in most respects to the GUIDELINES AND SPECIFICATIONS FOR PREPARING PROPOSALS, of the Research and Development Section of the State Board.

Since the inception of the University Council in 1969, evaluation of each university has been limited to annual reviews of continuation plans and final project reports. No formal third party evaluation of University Council programs and activities had been conducted. In order to identify strengths and weaknesses and to plan future University Council programs and activities, the need for comprehensive third-party evaluation of the University Council for Vocational Education in Illinois from Fiscal Year 1970 - Fiscal Year 1984 was determined. A Request for Proposal (RFP) was included in the April 1, 1984 Request for Program Improvement Proposals in Vocational Education, by the Illinois State Board of Education. The proposal prepared by Educational Operations Concepts, Inc. was selected for funding. A Proposal Abstract follows, as Exhibit B.

. Background and Rationale for the Impact Assessment

The Department of Adult, Vocational and Technical Education, Illinois State Board of Education is the state education agency responsible for the following within the State of Illinois:

- Vocational Education
- Technical Education

- Adult Education
- Career Education
- Comprehensive Employment and Training.

In addition, the Department has been responsible for or participated in studies and plans which shape the future of vocational education in Illinois. Two examples of such efforts are the fourteen thrusts identified in the State Board publication entitled Vocational Education in Illinois: Directions for the 80's and the recent Education for Employment Policy Study, a development leading to the December 13, 1984 adoption, by the Illinois State Board of Education, of "A Policy and Plan for Education for Employment", and the future directions for establishing a regional education for employment program. The Policy/Plan is now reflected in "The State Plan for Revitalizing Vocational Education in Illinois, Fiscal Years 1986-1988", submitted to the U.S. Department of Education on May 1, 1985.

Historically, Illinois state leadership has placed great emphasis on impact assessment as it relates to research and development activities. Public Law 94-482 provided further impetus to the assessment of the impact of funded activities particularly in relationship to the resources expended. The Request for Program Improvement Proposals in Vocational Education in 1980 defined impact as "a specific measurable change or effect." Proposers in that year were requested to discuss intended impact in terms of target populations, quantitative and qualitative effects, time-frames, means of achieving impact(s) and methods of evaluating or measuring the impact(s). Discussion of dissemination and utilization strategies were also required as a major component of the impact statement.

In 1982, the Department of Adult, Vocational and Technical Education, Illinois State Board of Education funded the development of a resource titled Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs. This document defined impact as: *the consequence(s) of funded* *vocational education research and development projects and programs.* Furthermore, impact was discussed and classified in terms of source, time, intent, relationship to goals, and its positive or negative nature. This document, with its definition of impact in vocational education, has served as a major material resource in the conduct of the impact assessment project.

Further impetus to conduct an impact assessment has been provided by virtue of education in the United States having entered an "era of the reform study group". The Illinois State Board of Education summarized the Recommendations of Various Illinois Reform Study Groups in April, 1985. The number of major study groups in Illinois alone totalled seven.

With the successful completion and adoption of the Education for Employment Policy Study, many Illinois vocational educators have considered the mid 80's as a period of transition (in education, in local education agencies, on the campus, at the State Board and with the University Council) and as a time for reform and possibly new identities. It has been recognized, moreover, that the impact assessment be conducted as an activity for program improvement, and as a planning vehicle for the State Board, for the University Council and for the nine member universities. It is in the context of the foregoing discussion that the impact assessment project was designed and conducted.

. Four Project Objectives

The activity goal, as stated in the Request for Proposal (RFP), was to conduct a third-party evaluation to assess the impact of the University Council for Vocational Education in Illinois. Based upon the activity goal and the minimum requirements provided by the RFP, the following project objectives were proposed:

. OBJECTIVE 1: **Assess the impacts of funding the University Council for Vocational Education in Illinois and its activities for each participating university, and for the State Board's programs of vocational, technical, adult, and career education, and CETA/JTPA initiatives.**

- OBJECTIVE 2: Determine the impact of the University Council for Vocational Education on improving the quality and expanding the scope of adult, vocational and technical education in Illinois, specifically related to such areas as:
  - state and federal legislation;
  - teacher certification;
  - teacher education; and
  - the quality of the linkages established between the University Council and other agencies.
- OBJECTIVE 3: Document strengths and weaknesses in the University Council process in terms of efforts in coordinating intra-state teacher education activities; and
- OBJECTIVE 4: Provide recommendations to State Board staff regarding improvement in the form and/or structure of the University Council for Vocational Education in Illinois.

All deliverables or final products have been designed to relate directly to the activity goal and the four (4) activity objectives stated above. The procedures which have been used in accomplishing the activity goal and the four activity objectives are discussed in the next major section of this final product.

- Key Questions

The initial framework for the Impact Assessment, as proposed, involved conceptual, operational and impact parameters, included in a Project Abstract and Request for Information/Sources (see Exhibit C). Subsequently, a framework for the Third-Party Evaluation to Assess the Impact of the University Council for Vocational Education in Illinois (UCVEI) was developed as a six-cell matrix, exhibited on the next page. Involved were assessments of the University Council and the nine-member universities, their goals/objectives/thrusts and accomplishments in terms of Funding Agreements with the State Board and of State Board goals/objectives and thrusts.

A number of research questions associated with the University Council were generated as a result of preliminary project efforts. This listing followed

FRAMEWORK FOR THE IMPACT ASSESSMENT:
THIRD PARTY EVALUATION: THE UNIVERSITY COUNCIL FOR VOCATIONAL EDUCATION IN ILLINOIS (UCVEI)

Assessments of UCVEI/Nine Member Universities Goals/Objectives/Thrusts and Accomplishments in terms of Funding Agreements with State Board and of State Board Goals/Objectives/Thrusts:

	I. EFFECTIVENESS (i.e., Impacting by doing the right things)	II. EFFICIENCY (i.e., operationalizing things the right way for accountability/management)	III. EQUITY (i.e., conceptualizing and effecting equitable funding agreements with each university to maximize effectiveness and efficiency)
A. The University Council for Vocational Education in Illinois (UCVEI) . Representation . Coordination . Communication . Advice and Assistance	I.A.	II.A.	III.A.
B. The Nine Member Universities: (CSU, EIU, GSU, ISU, NIU, SIU-C, SUI-E, UofI, WIU) . Liaison . Coordination of Faculty Development . Coordination of Institutional Capacity Building	I.B.	II.B.	III.B.

interviews of key personnel both within and beyond the State Board in Springfield (but not at the nine universities), and extensive/comprehensive review of available University Council documentation. It also utilized the key questions relating to the Impact Assessment Design in the June, 1982 State Board document, Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). The listing of research questions follows as part of Exhibit D and according to the categories (I.A. through III.B.), in the six-cell matrix. Since the limitations of the Third-Party Evaluation would not allow attention to all of the research questions listed, it was necessary to prioritize these research questions in terms of their relative importance in the current year's evaluation activities and preparatory to scoping the content of data collection instrumentation to follow. The following research Questions received the highest priority in project data-collection efforts:

I.A. EFFECTIVENESS (IMPACT): The University Council:

*What have been the most important accomplishments of the University Council during the past three (3) years?

*What have been the impacts (effects) of those accomplishments (positive/negative, long-term/short-term, intended/unintended)?

*What are the potential long-term impacts of the University Council?

*Do the University Council impacts justify the time and efforts of:

. individual University Council members?
. State Board personnel?

*What should the University Council do to increase its impact or effect?

*Are accomplishments due to University Council activity, or would they happen anyway?

I.B. EFFECTIVENESS (IMPACT): The Nine Member Universities:

*To what degree have University Council members performed the following functions as part of on-campus activities:

. Liaison?
. Coordination of Faculty Development?
. Coordination of Institutional Capacity Building?

*What is the impact, on each campus, of:

- . liaison?
- . faculty development?
- . capacity building?

*Do Council members and vocational education faculty on each campus carry out State Board initiatives on their campuses (e.g., regionalization, competency-based education, diffusion of new products, education for technology employment)?

*What should University Council members do on their campuses to increase impact or effect?

*Are accomplishments due to University Council and liaison activities, or would they happen anyway?

*What factors have inhibited/enhanced the achievement of impacts on each campus (staff, individuals/groups, products, setting, implementation process)?

II.A. EFFICIENCY (OPERATIONALIZATION FOR ACCOUNTABILITY/MANAGEMENT): The University Council:

*Does the University Council have a role and mission statement, and, if so, what is it?

*To what degree has the University Council performed the following functions in the last three (3) years?

- . Representation?
- . Coordination?
- . Communication?
- . Advice and Assistance?

*What linkages have been developed and are they needed?

*How does the University Council relate to the State Board?

*How does the State Board relate to the University Council?

*Has the State Board provided direction to the University Council?

*What are the strengths of the University Council?

*What are the weaknesses of the University Council, if any?

II.B. EFFICIENCY (OPERATIONALIZATION FOR ACCOUNTABILITY/MANAGEMENT): The Nine Member Universities:

*Are the appropriate people from each university on the University Council?

*What "power" do University Council members have within their own institutions?

*What "power" should/should not each University Council member have within his/her own institution?

III.A. EQUITY (CONCEPTUALIZATION OF FUNDING AGREEMENTS): The University Council:

*Is the current funding formula for the University Council equitable?

*If the current funding formula is not equitable, what variables might be associated with a more equitable formula?

III.B. EQUITY (CONCEPTUALIZATION OF FUNDING AGREEMENTS): The Nine Member Universities:

*Should all nine universities be funded at the same level?

*Should all nine universities continue to be funded?

. An Historical Summary

Further background and perspectives for the conduct of the impact assessment were provided by the development of an Historical Summary relating to the University Council for Vocational Education in Illinois. Following an introductory section, the summary document has three major sections:

- The Early Years (1969 - 1975);
- The Middle Years (1976 - 1978); and
- The Recent Years (1979 - 1984).

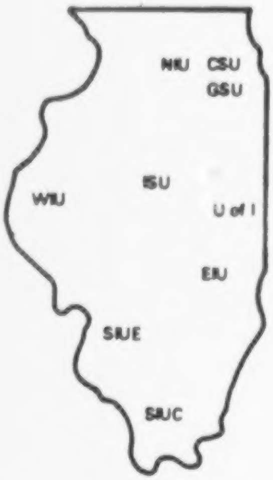
A draft of this historical summary was reviewed by State Board personnel as well as by present and former University Council members, and was updated according to the suggestions for revision(s) submitted. The (updated) Historical Summary follows as the remainder of this section.

THE UNIVERSITY COUNCIL FOR VOCATIONAL EDUCATION IN ILLINOIS: AN HISTORICAL SUMMARY PREPARED BY EDUCATIONAL OPERATIONS CONCEPTS, INC.

The origins of the University Council for Vocational Education in Illinois can be traced to contracts between the state agency for vocational education and six public universities in 1969. Those contracts required the designation of a vocational education coordinator at each campus. The number of universities involved increased to eight within the first year of operation and eventually was expanded to include the nine public universities that offer vocational personnel preparation programs.

The universities holding membership on the Council are:

. *Chicago State University - Chicago (CSU)*
. *Eastern Illinois University - Charleston (EIU)*
. *Governors State University - Park Forest South (GSU)*
. *Illinois State University - Normal (ISU)*
. *Northern Illinois University - DeKalb (NIU)*
. *Southern Illinois University - Carbondale (SIUC)*
. *Southern Illinois University - Edwardsville (SIUE)*
. *University of Illinois - Urbana-Champaign (UofI)*
. *Western Illinois University - Macomb (WIU)*



Since 1969 the Council has functioned continuously in a collaborative capacity with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education.

The Council's current title was adopted in 1981, but various other titles have been used in the past. Initially, the organization that included a representative from each university was simply called "The State Coordinating Committee". However, in 1974 the title was officially changed to "University Occupational Education Coordinators Council". The organization underwent an additional name change in 1977 to "The University Liaison Council for Occupational Education". The representatives themselves have also had varying titles including liaison person, liaison officer, and occupational education coordinator.

The evolutionary development of the University Council is also evident in the linkages which have been established between the Council and other agencies and sectors. As early as 1971, a resolution was passed that defined the voting members to be "one member from each of the eight state universities designated as the official liaison on the occupational education coordinating committee and the coordinator of the Professional and Curriculum Development Unit designated the official liaison member from the Division of Vocational and Technical Education to serve on the occupational education coordinating committee". (Since 1977 the state agency for vocational education has maintained only ex-officio membership on the Council.) A second resolution at the same meeting designated three ex-officio (non-voting) members as follows: a representative appointed by the Board of Higher Education, a representative appointed by the Junior College Board, and the Assistant Coordinator of the Professional and Curriculum Development Unit.

Eventually ex-officio membership was extended to the State Advisory Council for Adult, Vocational and Technical Education (recently renamed Illinois Council on Vocational Education), the Illinois Vocational Association, and the Illinois Vocational Curriculum Center. In addition, informal linkages with seven other agencies were established in recent years. Those agencies are:

. *Illinois Occupational Information Coordinating Committee*
. *School Problems Commission*
. *Illinois Alliance for Exceptional Children*
. *Illinois Association of School Administrators*
. *Illinois Association of School Boards*
. *State Teacher Certification Board*
. *American Vocational Association*

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THE EARLY YEARS (1969-1975)

The formation of the Council in 1969 was part of a comprehensive model for the administration and preparation of career education personnel at all instructional levels. This model attempted to solve two problems:

- Teacher training in occupational education had not kept pace with growing personnel demands; and
- There existed a lack of communication between the State Agency, State Universities, and State Coordinating Agencies.

To resolve these problems a liaison structure was selected. The President of each of the eight State Universities was to select a staff member to serve as a liaison person (later titled occupational education coordinator). Typically this individual was to report directly to the academic vice president of the university. The liaison person had two major responsibilities:

1. *To coordinate all vocational education professional development activities at his/her respective university; and*
2. *To serve as a member of a State Coordinating Committee which was to articulate all professional development activities in the State of Illinois.*

To fulfill the first responsibility, each liaison person was to establish a structure within the university to promote change and contribute to the development of career education. The second responsibility was largely fulfilled by attending monthly articulation meetings.

By 1975 the Council had defined six major objectives for itself, three relating to the Council as a whole and three relating to the individual Council members. Those objectives were as follows:

As a group, the Council has as its objectives:

1. *To serve as an advisory council to the Illinois Division of Vocational and Technical Education for the statewide delivery of occupational education programs with specific emphasis on the development of occupational education curricula and professional personnel.*
2. *To provide statewide articulation between and among universities concerned with the preparation of occupational education professional personnel and the Illinois Division of Vocational and Technical Education.*

3. *To propose and/or coordinate needed intra-institutional professional development activities for occupational education professional personnel*

Individually, Council members have as their objectives:

4. *To coordinate and monitor all communications and activities, contractual and otherwise, between their respective universities and the Illinois Division of Vocational and Technical Education.*

5. *To provide leadership within their respective universities for the development and implementation of institutional plans regarding preparation of occupational education professional personnel.*

6. *To convey to the Illinois Division of Vocational and Technical Education staff, university priorities and concerns regarding: (a) pre- and in-service professional and curriculum development activities for occupational teachers and administrators, (b) needed research in occupational education, (c) program development and evaluation, and (d) fiscal management.*

A position paper prepared by the Council in the same year provided the following observations regarding the accomplishments of the Council:

> *During the past two years the Council has collectively developed guidelines for preparing and implementing university one- and five-year plans for the preparation of vocational professional personnel, planned and hosted both state and regional conferences on vocational teacher education, developed a task force report on the future of vocational teacher education, and coordinated the field testing of a new competency-based program for vocational teachers. The Council also implemented a Board of Higher Education funded project relevant to professional development of provisionally certified occupational teachers and participated in the development and implementation of a unique delivery system of inservice education for practicing vocational educators which involved the Division of Vocational and Technical Education, the Illinois Vocational Association, and the universities.*
>
> *The multiple roles of providing leadership within the university setting, advising the Division, and acting as a vital communications link between important state- and local-supported educational agencies and public universities have served the interests of the state and vocational education in a significant way. Acting as educational and informational brokers, the Council has set a pattern for a unique relationship between and among the state, the university, and the local school district. Few, if any, other states in this nation enjoy the positive linkages and level of communication that have been developed among Illinois' three partners in educating youth and adults. . . . The positive impact of the Council is due to a great extent to the members who are all practicing vocational teacher educators familiarized with the views and thought patterns of their university, state department, and local district colleagues.*

During this same period a number of issues continued to be ongoing concerns of the Council. Two issues in particular were discussed on many occasions: teacher certification and credit for IVA workshops with associated requirements. In 1974, an "open category" proposal for incorporating aspects of the (Illinois) Three Phase System for Statewide Evaluation of Occupational Education Programs into the University Delivery System was discussed but not adopted by the Council.

THE MIDDLE YEARS (1976-1978)

During this period two major changes took place within the Department of Adult, Vocational and Technical Education (DAVTE): the selection of a new Assistant Superintendent for Adult, Vocational and Technical Education; and the reorganization of the Department into four management teams. It was suggested by the assistant superintendent that the Council establish a relationship with each of the four teams and attempt to dispell the impression that it "belonged" to one section only. The Council was advised to seek agenda input and monthly updates for each management team; however, the primary tie to DAVTE was the responsibility of one of the management teams, i.e., the administrative team.

During this period the Council recognized the need to inform various publics (particularly colleagues on each campus) of the existence, purposes, and functions of the Council, as well as its commitment to the improvement of vocational education in Illinois. Two major thrusts were identified to gain this needed visibility: quarterly Council updates to be included in the Illinois Career Education Journal, and the development and dissemination of a Council brochure. The brochure draft, included in the Council's September 1977 minutes, described the Council Member's relationship on campus as follows: "Each Council Member is appointed by the President of a local university. An advisory committee within the institution represents constituents from departments which prepare professionals and teachers . . . The Liaison Representative informs the university through this group as well as seeks counsel on formulating the institution's response to specialized teacher preparation via programs, research, and interface with the Department of Adult, Vocational and Technical Education."

The brochure also described fourteen areas of assistance available on each campus through the University Liaison Representative:

. obtaining curriculum resources

. securing DAVTE consultant services

. making your opinions known to State staff

. identifying workshops being offered

. locating data and information on occupational education

. planning occupational/career programs

. communicating your ideas for grants

. working with student groups and advisory committees

. evaluating programs

. interpreting legislation and the State Plan

. identifying current rules and regulations

. writing a proposal

. locating personnel in other agencies and institutions

. writing One and Five Year Plans.

In addition to the need for awareness and public relations, the Council identified and discussed other topics during this period. These topics included: one and five year plans; vocational program funding; IVA workshops; Education Professions Development Act (EPDA); teacher certification; Document One; sex bias; Career Education; Adult Education; and the East Central Curriculum Management Center (ECCMC).

THE RECENT YEARS (1979-1984)

Beginning in Fiscal Year 1979, each university prepared a one- and five-year plan. The content and organization of the one- and five-year plans were based upon earlier studies and pilot efforts conducted at Northern Illinois University and at Eastern Illinois University. The scope and funding for the University Plans were subsequently expanded to include not only the Liaison Office but Faculty Development and Institutional Capacity Building as well.

During this period the Council defined its purpose by means of five functions that were to be performed either collectively as a Council or individually as faculty leaders on the respective campuses. The five functions included:

- *Representation. The University Council represents the nine public universities that prepare vocational education personnel in terms of their role and function in research, personnel development, and instructional materials development.*
- *Coordination. The University Council coordinates efforts and resources to avoid program improvement duplication and to maximize the efficiency and effectiveness of utilizing resources for contracted vocational education related activities.*
- *Communications. The University Council is a communications conduit among universities, appropriate state agencies such as the Department of Adult, Vocational and Technical Education; the Illinois Community College Board; the Illinois Board of Higher Education; and local education agencies. It serves as a network for statewide communication.*
- *Advice and Assistance. The University Council is an advisory group for many programmatic concerns and is expected to assist in areas of mutual effort for all levels of vocational education.*
- *On-Campus Activities. Each council member coordinates faculty development and institutional capacity building activities on his/her own campus for the purpose of strengthening vocational education research and personnel preparation programs. Faculty development and capacity building activities have included workshops in the use and application of the microcomputer, internships in business/industry, travel support to conferences and seminars, building linkages with the local educational agencies, and other similar activities.*

The year 1981-82 was viewed by some Council members as a year of renewal. At the suggestion of the DAVTE Assistant Superintendent, the Council began selecting a limited number of issues to address in a given year and establishing subcommittees with responsibilities for development and implementation of plans to address those issues. The issues or areas of focus for Fiscal Years 1981 - 1984 included:

- 1981-82: Vocational Education Legislation; Certification; and Planning (University, State and LEA).

. 1982-83: Certification/Teacher Qualifications; Legislation; and High Technology.

. 1983-84: Improving Vocational Teacher Education; Vocational Education Legislation; and Illinois Master Plan for Vocational Education.

During this period the Council also established a networking system (linkages) with a number of organizations. These linkages were formed by appointing Council members to access select groups, maintain contact with them, and keep the Council informed of their activities. Additionally, joint meetings with the State Advisory Council for Adult, Vocational and Technical Education and the Illinois Vocational Association were initiated.

A major activity of the Council in 1984 was the sponsorship of a statewide Teacher Education Conference. An outgrowth of this conference was the formation of The Illinois Vocational Teacher Education Association (IVTEA). This professional organization is presently seeking affiliation with the Illinois Vocational Association.

Three members of the University Council for Vocational Education in Illinois prepared an article for the Summer, 1984 issue of Illinois Vocational Education Journal. The article, titled "University Council: Unifying Force in Voc Ed Service", stated: "Over the years, the University Council has had a significant impact on improving the quality and expanding the scope of vocational and technical education in Illinois." Seven areas of impact were discussed, utilizing the following statements:

. *First, the council is a positive and powerful voice for establishing and expanding state and federal legislation for vocational education.*

. *Second, the council has become a common voice for issues on teacher certification.*

. *Third, the council coordinates continuing development of teacher education faculty.*

. *Fourth, the council has had impact in increasing the capacity of each institution to meet current and emerging needs of vocational education.*

. *Fifth, the council has been involved in resolving shortages of vocational education teaching personnel in particular occupational areas.*

- *Sixth, the council has been exploring and defining the evolving role for teacher education institutions in emerging and advancing technology.*
- *Seventh, the council's member universities are maintaining service to Illinois citizens and students while simultaneously experiencing funding reductions.*

The University Council was completing fifteen years of existence in June, 1984. During Fiscal Year 1985, the Department of Adult, Vocational and Technical Education, Illinois State Board of Education (DAVTE/ISBE) had a funding agreement with Educational Operations Concepts, Inc. to perform "A Third-Party Evaluation to Assess the Impact of the University Council for Vocational Education in Illinois". The evaluation project, in cooperation with the University Council, the nine member universities, and DAVTE/ISBE, is providing an opportunity to look back and to look forward for future planning.

Please Note: The foregoing historical summary is based laregly upon University Council minutes and other documentation. Since its first meeting in 1969, the University Council has prepared minutes of its meetings which reflect, in detail, the proceedings of the Council. Commencing on June 30, 1979, and on each succeeding June 30, the Council Secretary has prepared an annual historical update, summarizing the Council's proceedings on a yearly basis.

2. METHODOLOGY AND PROCEDURAL OVERVIEW

This section discusses the methodology and procedures utilized in the performance of the impact assessment. Included are six sub-sections: Documentation Research: University Council Meeting Minutes and Materials (1969-1985); Statewide Interviews; Review of Annual University Plans, Funding Agreements and Final Reports (1979-1985); University Campus Visitations and Interviews; University Campus Impact Survey; and Statewide Education Leader Impact Survey.

. Documentation Research: University Council Meeting Minutes and Materials (1969-1985):

Initial assessment project efforts included the gathering of documentation relating to the University Council meeting agendas, minutes and other materials since 1970. The Impact Assessment Team was provided excellent assistance in its document-gathering activities by the State Board Contract Administrator, by the Illinois Vocational Curriculum Center, and by individual University Council members. Extensive documentation review and research was undertaken by the Impact Assessment Team as background for preparation of the Historical Summary (provided above) and as a basis for all of the data gathering/analysis efforts performed in the course of the impact assessment. An updated Document Inventory follows on the next page. In addition, it was necessary to define Survey and Interview Populations which would relate most closely to the University Council throughout its fifteen-year history. The Survey/Interview Populations defined included:

- Present (Fiscal Year 1985) University Council Members
- Past University Council Members
- Vocational Education Colleagues and others at each university, including Joint Council members from each campus
- Ex officio University Council Members: Illinois Community College Board (ICCB); Illinois Board of Higher Education (IBHE); Illinois Vocational Association (IVA); Illinois Vocational Curriculum Center (IVCC); and

6/30/85

UNIVERSITY COUNCIL FOR VOCATIONAL EDUCATION IN ILLINOIS: DOCUMENT INVENTORY

UNIVERSITY PLANS/FINAL REPORTS

FISCAL YEAR	CSU		EIU		GSU		ISU		NIU		SIUC		SIUE		UofI		WIU	
	Plan	Report	Plan	Report	Plan	Report	Plan	Report	Plan	Report	Plan	Report	Plan	Report	Plan	Report	Plan	Report
1979	X		X	X			X	X	X	X		X	X		X	X	X	
1980	X		X	X	X		X				X		X		X	X	X	
1981			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1982	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1983	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1984	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X		X
1985	X		X		X		X		X		X		X		X		X	

COUNCIL MEETING/AGENDA/MINUTES

CALENDAR YEAR	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
1970					X	X	X		XX	X		
1971	X		X	X		X	X		X	X		X
1972		X		X	X			X	X			
1973	X	X		X	X	X		X	XX		X	
1974	X	X	X		X	X			X		X	–
1975	–	X	–	X	–	X			X	X	X	
1976	X		X	X		X			X			
1977	X		X			X	X		X	X	X	X
1978	X	X				X	X	X	X	X	X	X
1979	X	X	X	X	X	X*	X	X	X	X	X	–
1980	X	X	X	X	X	X*	X	X	X	X	X	X
1981	X	X	X	X	X	X*	X	–	X	X	X	X
1982	X	X	X	X	X	X*	–	X	X	X	X	X
1983	X	X	X	X	X	X*	–	X	X	X	X	X
1984	X	X	X	X	X	X	–	X	X	X	X	X
1985	X	X	X	X	X	X	–					

* Indicates Annual Historical Update (June 30).

– Indicates no meeting held.

Compiled by:

Educational Operations Concepts, Inc.
1773 Skillman West
St. Paul, Minnesota 55113
(612) 633-1103

Illinois Council on Vocational Education (ICOVE)

- Personnel in the Department of Adult, Vocational and Technical Education (DAVTE), including pertinent former DAVTE personnel
- Pertinent Illinois State Board of Education Personnel
- Linked Agency Liaison Persons:

  (Illinois Occupational Information Coordinating Committee, School Problems Commission, Illinois Alliance for Exceptional Children and Adults, Illinois Association of School Administrators, Illinois Association of School Boards, State Teacher Certification Board, American Vocational Association)
- Vocational Educators: Illinois Council on Vocational Education (ICOVE), Illinois Vocational Association (IVA), and IVA Affiliate Presidents and Past-Presidents

. Statewide Interviews

Early assessment project efforts included interviews with twenty-six individuals utilizing the Statewide Interview Format found in Exhibit E. Persons interviewed included past University Council members; personnel in the Department of Adult, Vocational and Technical Education, Illinois State Board of Education; personnel of the Illinois State Board of Education beyond the Department of Adult, Vocational and Technical Education; and the ex-officio members of the University Council. The results of these initial interviews were utilized in the development of the Research Design, Sampling Plan and Research Questions (Exhibit D), including 64 initial research questions, as well as in the subsequent development of the Campus Impact Survey and the Statewide Education Leader Impact Survey.

. Review of Annual University Plans, Funding Agreements, and Final Reports (1979-1985)

All University Plans, including Funding Agreements and Final Reports available (see Document Inventory) were reviewed by the Impact Assessment Team. However, extensive review focused upon the Plans and Final Reports of the past three fiscal years in particular.

In preparation for the campus visitations, an on-site data profile (Exhibit F) of each University was developed, based upon the University Plans for fiscal years

1984 and 1985 and the Final Reports of fiscal year 1984. Data included on the profile were verified and/or clarified as part of the campus visitations. Partial profile data are summarized in tabular form in the first sub-section (entitled Statewide Impact Assessment Summary across the Nine Member Universities) of Section 3.

. University Campus Visitations and Interviews

A major effort of the impact assessment included campus visitations at each of the nine participating universities. Campus visitations were completed by the Assessment Team during February and early March, 1985. (See Exhibit G, Campus Visitation Memo, for detailed schedule.)

During the campus visitations a total of 145 faculty members and administrators, including the Occupational Education Coordinators, were interviewed. The table presented in the section entitled Statewide Impact Assessment Summary across the Nine Member Universities details the number of interviewees by campus, excluding the Occupational Education Coordinator. Interview formats were developed for each of three interviewee groups: faculty members, administrators (including the University Sign-Off Person), and the Occupational Education Coordinator (see Exhibit H).

. University Campus Impact Survey

An impact survey was developed for use with personnel on the campuses of the nine participating universities (Exhibit I). The three-page instrument included four major sections focusing upon liaison, faculty development, and capacity building activities and the University Council (Statewide).

The sample for the survey consisted of a 20 percent random sample of 635 campus personnel. Those campus personnel included 572 individuals listed in the fiscal year 1985 University Plans plus 63 names of additional personnel provided by some of the Occupational Education Coordinators. The sample was chosen by selecting every fifth name on the alphabetized lists. Replacements were provided for personnel no longer available on the campus.

The instruments (and follow-up reminders) were distributed to the campuses via the Occupational Education Coordinators. Each survey included a cover letter explaining the survey and its importance. Surveys were returned directly to the Impact Assessment Team with return postage provided.

Returns were received from a total of 51 of the 127 surveys originally sent which represents a 40 percent response rate. The following table presents an institutional breakdown of the number of surveys sent and returned, and the associated percent response rate.

Campus Survey Responses
by University

University	Number Sent	Number Returned	Percent of Return
SIUC	18	11	61
WIU	15	6	40
ISU	20	6	30
EIU	19	8	42
SIUE	9	3	33
NIU	31	8	26
UofI	6	4	64
CSU	5	4	80
GSU	4	1	25
	127	51	40%

Results of the Campus Impact Survey, including open-ended responses, are presented in Exhibit J.

. Statewide Education Leader Impact Survey

A second impact survey was developed for use with statewide education leaders (Exhibit K). The three-page instrument included three major sections focusing upon the University Council mission and functions; its statewide activities, and its directions (presently and for the future).

The survey population included sixty-two (past and present) departmental staff persons of the Department of Adult, Vocational and Technical Education, eight past council members, six Illinois State Board personnel (beyond DAVTE), eight linked agency personnel, five members of the Illinois Council on Vocational Education, forty-one Illinois Vocational Association (IVA) and IVA Affiliate presidents and past-presidents, eight personnel from ex-officio organizations, plus ten educators who had frequently appeared before the University Council for a total of 148 persons receiving this Impact Survey.

The instruments (and follow-up reminders) were mailed or hand-delivered to the survey population along with a cover letter and a self-addressed and postage-paid return. The cover letter explained the survey and stressed its importance. Returns were received from 87 respondents for a response rate of 58.8 percent. (No attempt was made to analyze this survey according to sub-populations.) Results of the Statewide Education Leader Impact Survey (including open-ended responses) are presented in Exhibit L.

3. MAJOR FINDINGS AND CONCLUSIONS

This section includes two sub-sections which discuss major findings and conclusions: Statewide Impact Assessment Summary across the Nine Member Universities; and The University Council and the State Board: Impact-related Findings and Conclusions.

. Statewide Impact Assessment Summary Across the Nine Member Universities

Following the on-site visitation to each of the nine universities participating in the University Council, a brief document entitled, "Occupational Education Coordinator Project: A Summary Impact Statement" was developed and subsequently reviewed by the Occupational Education Coordinator of each university as well as by the State Agency. These documents (three to four pages in length for each university) included an introductory section (enrollment data, placement of the Occupational Education Coordinator position within the University, and Advisory Committee structure), major activities and their impacts section, and factors that inhibit/enhance impacts section. Much of the data provided in the introductory sections may be found in summary form on the following page.

This section serves to provide a composite of the summary impact statements developed for each of the nine universities. The composite includes two sub-sections: Major Activities and Their Impacts; and Factors that Inhibit/Enhance Impacts. Major activities and their impacts are reported according to liaison, faculty development, and capacity building activities.

The composite was developed by abstracting key items or phrases included across the individual university summaries. Although this provides a degree of quantification, it should be noted that low frequency of an item should not assume low frequency "in reality" because interviewees were responding to broad, open-ended questions and some responses simply may not have occurred to some interviewees.

Major Activities and Their Impacts

The on-campus liaison activity reported most frequently on the individual

UNIVERSITY OCCUPATIONAL EDUCATION COORDINATOR INSTITUTIONAL DATA

UNIVERSITY	Vocational Faculty Listed (FY85 Plan)	Faculty Inter-viewed	Total University Enrollment (Approximate)	Vocational Enrollment (FY 83)	Internal Locus of Vocational Education	Vocational Program Area(s)	Occupational Education Coordinator Responsible to:	Project Advisory Committee: Size & Selection Method
SIUC	80	15	22,000	1,250	*College of Education	Agriculture Business Health Home Economics Industrial	Vice President for Academic Affairs and Research	(15) Appointment from constituent areas
WIU	70	48	10,000	273	College of Applied Sciences College of Business College of Health College of Education	Agriculture Business Health Home Economics Industrial	Director of Research	(5) Department chairpersons
ISU	100	8	20,000	491	College of Applied Sciences & Technology College of Business College of Education	Agriculture Business Home Economics Industrial	Dean, College of Applied Science and Technology	(10) Appointment by chairpersons
EIU	60	4	10,000	696	College of Applied Sciences College of Business College of Education	Business Home Economics Industrial	Vice President for Academic Affairs	(13) Appointment by chairpersons
SIUE	27	11	10,000	245	School of Business School of Education	Business	Vice President and Provost	(8) Invitation of Coordinator
NIU	160	11	25,000	734	College of Business College of Professional Studies College of Education	Business Home Economics Industrial	Dean, International and Special Programs	(6) Appointment by Deans
U of I	36	11	34,000	412	*College of Education	Agriculture Business Health Home Economics Industrial	Dean, College of Education	(6) Departmental Executive Committee
CSU	19	16	5,000	251	*College of Education	Business Home Economics Industrial	Dean, College of Education	(10) Invitation of Coordinator
GSU	20	12	5,000	1,702	College of Business College of Education College of Health Professions	Business Health	Coordinator of Faculty Development and Research	(12) Invitation of Coordinator
TOTALS:	572	136 (Mean: 15.1)						

*One Location

(Sou[illegible] A[illegible] Pl[illegible]port[illegible] Uni[illegible]ty [illegible] Vi[illegible]ons

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university summaries was the coordination of and support for faculty development and capacity building grants (9 universities). Other frequently mentioned activities included: conduct of Advisory Committee meetings (5); maintenance of the Coordinator's Office (5); coordination of and assistance with proposals (4); development of the University Plan (3); and the development of a Newsletter (3). Less freqeuntly-mentioned liaison activities were: coordination of vocational education within and beyond the University (2); development of formal and informal communication linkages (2); development of university-to-university and university-to-region linkages (2); coordination of State Board funded projects; and the coordination of research and development efforts.

The impact resulting from these activities included most frequently was the creation of an atmosphere of cooperation and unification among all parts of vocational education on the campus (7 universities). In addition, a very closely related impact reported was the reduction of "turfdom" and elimination of old barriers (2). Another impact reported frequently was increased networking and sharing of information both internally and externally (6) as well as increased interaction and communication among faculty from various units (4). Interviewees perceived increased visibility for vocational education on the campus (3) and a strengthened faculty due to cooperation (as opposed to competition) in the RFP process (3) to have resulted from the liaison activities. A sense of equity due to a fair distribution of funds (2) and more efficient use of existing resources due to coordination (2) were reported. Four summaries specifically mentioned better relationships and "closer ties" between the University and the State Agency as a result of liaison activities.

Other impacts relating to the State Agency included: increase in other State Board projects, closer working relationship among all State Board funded projects on the campus and the convenient clarification of questions regarding State Board projects on the campus. Additional impacts reported were: better relationships between the University and public schools and business and industry; increased university prestige; increased leadership on the part of faculty; and changed attitudes regarding vocational education by university administrators.

The faculty development activity reported most frequently was support for mini-grants for faculty projects (8 universities). Additional activities mentioned frequently included off-campus conferences and meetings (7), on-campus seminars and workshops (5), and updating through coursework (5). Other faculty development activities included: internships/job shadowing (3); faculty retreats (2); a symposium; an externship; speakers for student organizations; training in computer usage; and workshops with LEAs.

The impact reported most frequently as having resulted from these activities was an updated/professional improved staff (8) who in turn would produce teachers who are better prepared for their profession(4). Other impacts relating directly to faculty included: increased internal staff communication and idea sharing (3); improved faculty attitudes (3); increased faculty awareness and motivation (2); increased interest in vocational education; and the establishment of a network of professionals in the field.

Some of the impacts reported were evidenced by changes in educational processes and products as a result of faculty participation in development activities. They included the subsequent development of: workshops for students/ faculty (3); new course (2); course changes (2); statewide/professional presentation (2); Center for Disabled Vocational Education Students; materials for classroom use; and a student newsletter.

Capacity building activities and their impacts were less evident to interviewees on all campuses. Those activities of which interviewees were aware included: faculty conducted surveys (2); microcomputer inservice (2); development of curricular materials (2); mini-grants for faculty projects (2); cooperative course offering; student recruitment; development of a newsletter (internal and external); regional outreach; introduction of word processing; and the purchase of software.

The impacts that resulted from these activities were as follows: course changes (2); new courses (2); new course configurations; use of microcomputers in classrooms; the development of a laboratory; increased enrollment; strengthened undergraduate program that is better understood by the faculty; strengthened program area; and the development of a conference in the area of adult reading problems.

Factors that Inhibit/Enhance Impacts

The factors that inhibit and/or enhance project impacts are loosely grouped into three categories as they relate to: the Project (including the Coordinator); the University beyond the Project; and the Department of Adult, Vocational and Technical Education, Illinois State Board of Education.

The Project itself, and in particular its Coordinator, were recognized as major enhancers of impact. Characteristics of the Coordinator that were viewed as favorable included: risk-taker, innovative, a leader, forward-looking, hard-working, a facilitator (2), supportive, credible with colleagues (2), helpful, friendly, and committed. The "neutral" placement of the Coordinator's office at one university and access to the Vice President's office at a second were also viewed as enhancers of impact. Other aspects of the Project recognized as enhancers of impact included the University Plan (6), particularly its potential for faculty input, the Advisory Committee (3), the flexibility of the Project (3), its internal coordination potential, and cooperative activities with LEAs in the region.

Conversely, some aspects of the Project and its leadership were perceived to be inhibitors of impact. In some instances the University Plan (2) was viewed as an inhibitor because unrealistic goals were established but not accomplished or because the Plan was perceived to be for external consumption rather than internal use. Other inhibitors included the lack of: internal procedures to transmit information, internal vehicle for decision-making regarding capacity building activities, clear definition of the Project, and a representative advisory committee. The placement of the coordinator's position and the untenured nature of the position and resultant insecurities were also viewed as inhibitors.

One factor was identified as an enhancer of impact within the University beyond the project itself and that was the "internal weight" or leverage provided by external funding. University-related inhibitors of impact included the administrative structure of the University (3), staff apathy, a local union contract with its limitations, the non-vocational history of a university, and the perceived "enclave syndrome" of vocational educators.

The Department of Adult, Vocational and Technical Education, as the funding agent, was also perceived to be an enhancer and an inhibitor of impacts. The Department was considered to be positive because of the leadership and information provided (2), because of the funding itself, and because of key individuals who were helpful to the Projects. The addition of on-site evaluations was viewed as a potential enhancer of impact.

Aspects of the Department that were viewed as inhibitors of impact were: funding limits (3) (year by year funding, level, and nature of funds); disinterest in research (2); decision-making based on politics (2); lack of adequate direction to the Project; and the RFP process with perceived inequities. It should be emphasized that all perceptions related to the State Board's relationship to impact were expressed in a spirit of appreciation for the existence of a State Board/university liaison in joint program improvement efforts. The supportive contract administration by the State Board was also particularly recognized.

The foregoing statewide impact summary describes the Occupational Education

Coordinator Projects functioning in varying loci and circumstances across the nine campuses. Both the similarity and diversity of impact across the campuses emphasizes the combined benefits, statewide, of the State Board/university partnerships. Continued program improvement efforts will serve to change inhibitors of impact to enhancers, while supporting those initiatives, statewide and on the campuses, that already enhance impact.

Please Note: This Statewide Impact Assessment Summary Across the Nine Member Universities, as well as each university's "Occupational Education Coordinator Project: A Summary Impact Statement" were formally transmitted to the State Board Contract Administrator on June 30, 1985. Please see Exhibit M.

. The University Council and the State Board: Impact-related Findings and Conclusions

Findings presented in this section are based upon all data collection methods discussed in Section 2, Methodology and Procedural Overview, and are organized according to effectiveness (impact), efficiency, and equity considerations. Comprehensive statements are presented in the first column that are supported by evidence in the second column. Where appropriate, summaries of responses to specific survey items are presented in the evidence column. (Complete results for both the state-level and campus impact surveys may be found in Exhibits L and J.

Key questions which formed the base for evaluation of effectiveness (impact) were:

* The Nine Member Universities

. To what degree have University Council members performed the following functions as part of on-campus activities:

- Liaison?
- Coordination of Faculty Development?
- Coordination of Institutional Capacity Building?

. What is the impact of the liaison, faculty development, and capacity building activities on each campus?

. What factors have inhibited/enhanced the achievement of impacts on the campus (staff, individuals/groups, products, setting, implementation process)?

. What should University Council members do on their campuses to increase impact or effect?

. Do Council members and vocational education faculty on each campus carry out DAVTE initiatives on their campuses (e.g., regionalization, competency-based education, diffusion of new products, education for technology employment)?

. Are campus accomplishments due to the University Council member and liaison activities, or would they happen anyway?

* The University Council

. What have been the most important accomplishments of the University Council during the past three (3) years?

. What have been the impacts (effects) of those accomplishments (positive/negative, long-term/short-term, intended/unintended)?

. What are the potential long-term impacts of the University Council?

. What should the University Council do to increase its impact or effect?

. Do the University Council impacts justify the time and efforts of:

- individual University Council members?
- DAVTE personnel?

. Are accomplishments due to University Council activity, or would they happen anyway?

Findings/Conclusions

1. Awareness of all liaison activities on the part of campus personnel is very high.

2. Campus personnel feel they derive greatest benefit from the operation of the Occupational Education Coordinator's Office and from sharing information regarding vocational education.

3. Campus personnel participate most frequently in three faculty development activities: on-campus workshops and seminars, off-campus meetings or conferences, and mini-grants.

Evidence

Source: Campus Survey

Percent Responses*

Liaison Activities	Aware of: Yes	Aware of: No	Benefitted from: Yes	Benefitted from: No
1. Operation of the Occupational Education Coordinator's Office	96	0	80	9
2. Coordination of vocational education efforts within the university.	96	2	72	13
3. Organization of and meetings with the Occupational Education Coordinator on-campus advisory structure.	83	15	57	13
4. Development of the annual University Plan for Vocational Education.	87	9	65	17
5. Management and supervision of Faculty Development and Capacity Building activities on the campus	80	15	67	13
6. Monitoring mini-grants.	87	13	46	35
7. Coordination of the State Board RFP process.	83	15	48	35
8. Assistance to faculty in the development of proposals.	87	11	43	39
9. Coordination of State Board funded projects on the campus.	83	15	41	41
10. Dissemination of State Board products and materials.	85	11	65	17
11. Sharing information regarding vocational education (e.g., newsletters, memos, personal communication).	91	4	76	4

Source: Campus Survey

Percent Responses

Faculty Development Activities	Participated in: Yes	Participated in: No
1. Mini-grant for a faculty development effort	54	37
2. On-campus workshops or seminars	76	24
3. Off-campus meetings or conferences	67	33
4. Faculty retreat	41	57
5. Updating through coursework	26	61
6. Internship Program	2	87
7. Externship Program	0	89
8. Job Shadowing Program	2	85
9. Visiting speakers/scholars Program	48	46
10. Other (please specify): Social activities	2	

Source: Statewide Impact Assessment Summary: mini-grants mentioned most frequently as faculty-development activity.

* 100% - total percent for each item = percent non-response for that item.

Findings/Conclusions | Evidence

4. In general, campus personnel indicate less involvement in all capacity building activities than in liaison or faculty development activities.

5. The capacity building activity in which campus personnel participate most frequently is developing curricular materials.

Source: Campus Survey

Capacity Building Activities	Percent Responses Participated in: Yes	No
1. Mini-grant for a capacity building effort	22	73
2. Developing curricular materials (e.g., competency-based materials, instructional modules, etc.)	46	45
3. Incorporating computer usage into coursework.	39	52
4. Purchasing materials (e.g., computer software)	26	66
5. Offering coursework jointly with another university	4	84
6. Developing recruitment materials	28	57
7. Developing/implementing course changes	30	52
8. Conducting research efforts (e.g., needs assessments, surveys, etc.)	30	64
9. Planning the delivery of regional vocational education services	22	73
10. Other (please specify): Organize local directors' organization	2	

Source: Statewide Impact Assessment Summary: "Capacity building activities and their impacts were less evident to interviewees on all campuses."

6. The liaison activity which campus personnel think has had the greatest impact is: management and supervision of faculty development and capacity building activities.

Source: Campus Survey

. Which liaison activity, in your opinion, has had the greatest impact?	
Coordination of vocational education efforts within the university.	(12%)
Development of the annual University Plan for Vocational Education.	(12%)
Management and supervision of Faculty Development and Capacity Building activities on the campus.	(23%)
Monitoring mini-grants.	(11%)
Sharing information regarding vocational education (e.g., newsletters, memos, personal communication).	(12%)

Findings /Conclusions | **Evidence**

7. The faculty development activity which campus personnel think has had the greatest impact is: off campus meetings and conferences, followed closely by mini-grants.

Source: Campus Survey

. Which faculty development activity, in your opinion, has had the greatest impact?

Mini-grant for a faculty development effort	27%
On-campus workshops or seminars	19%
Off-campus meetings or conferences	32%

8. The two capacity building activities which campus personnel think have had the greatest impact are: mini-grants and developing curricular materials. (Other capacity building activities were selected nearly as frequently, indicating no strong identification of a capacity building activity that has impact.)

Source: Campus Survey

. Which capacity building activity, in your opinion, has had the greatest impact?

Mini-grant for a capacity building effort	21%
Developing curricular materials	21%
Incorporating computer usage into coursework	15%
Purchasing materials (e.g., computer software)	12%
Conducting research efforts	12%

9. Campus personnel respond most positively regarding impacts resulting from liaison activities, followed by faculty development activities, and capacity building activities. These perceptions seem to correlate with the knowledge/participation base of the three types of activities.

Source: Campus Survey

. Do you think liaison activities have had impacts on your campus?

Yes (89%) No (2%) Don't know (9%)

. Do you think faculty development activities have had impacts on your campus?

Yes (76%) No (4%) Don't know (15%)

. Do you think capacity building activities have had impacts on your campus?

Yes (63%) No (13%) Don't know (22%)

Findings/Conclusions	Evidence
10. Impacts occurring most frequently on the campus as a result of all Project activities are: greater faculty unity and cooperation across the entire campus; greater awareness on the part of faculty regarding what is happening in vocational education and an updated/professionally improved faculty.	Source: Campus Survey . What do you think have been the impacts? (See Numbers 14b of Section A, 12b of Section B, and 12b of Section C in Consolidated and Ranked Open-ended Responses, Exhibit J.) Source: Statewide Impact Assessment Summary
11. Impacts of the Occupational Education Coordinator Project vary from campus to campus. The major on-campus factors that inhibit or enhance impacts include: the coordinator, including the placement of the position within the university; the University Plan; the Project's Advisory Committee and other intra-university communication mechanisms; project flexibility; and the administrative structure of the University.	Source: Statewide Impact Assessment Summary
12. On-campus impacts are greatly inhibited/enhanced by the Occupational Education Coordinator and his/her mode of operation. Characteristics mentioned most frequently as enhancing impacts are: respected by and credible with colleagues; a facilitator; hard-working leader; good communicator; an "administrative perspective"; and expertise in and commitment to vocational education. The position must be viewed as prestigious on the campus in order to attract a well-qualified person.	Source: Statewide Impact Assessment Summary Source: Campus Visitations

Findings/Conclusions

Evidence

13. The two University Council Statewide Activities of which statewide education leaders are most aware are: sponsoring a conference for vocational teacher educators and participating in state and federal legislative hearings. The activity from which the greatest number feel they have benefitted is also sponsoring a conference for vocational teacher educators.

Source: Statewide Education Leaders Survey

Percent Responses

University Council Statewide Activities	Aware of:		Benefitted from	
	Yes	No	Yes	No
1. Participating in state and federal legislative hearings.	74	17	48	21
2. Preparing position papers on legislative reauthorization.	66	22	38	26
3. Sponsoring a conference for Vocational Teacher Educators.	79	10	61	17
4. Founding the Illinois Vocational Teacher Education Association.	70	18	44	26
5. Monitoring pre-service and in-service teacher education directions.	56	35	40	30
6. Monitoring Document One revisions.	42	45	21	36
7. Cooperating with IVA and CoVE (SACVE) in staff development plans.	60	30	38	29
8. Developing relationships with regional vocational delivery systems.	44	44	21	38
9. Coordinating statewide vocational education personnel requirements (i.e., resolving excesses/shortages of personnel in occupational areas).	42	47	25	35
10. Establishing linkages with other (non-Council member) agencies.	36	52	30	36
11. Defining the role of teacher education institutions in education for technology employment.	44	44	30	34

Findings / Conclusions	Evidence

14. Five statewide activities in which nearly identical numbers of statewide education leaders think the University Council should be involved are:

- participating in state and federal legislative hearings;
- preparing position papers on legislative reauthorization;
- sponsoring a conference for Vocational Teacher Educators;
- monitoring pre-service and in-service teacher education directions; and
- cooperating with Illinois Vocational Association (IVA) and Illinois Council on Vocational Education (ICOVE) in staff development plans.

Source: Statewide Education Leaders Survey

Percent Responses

University Council Statewide Activities:	Council Should be Involved in:		
	Yes	No	Don't Know
1. Participating in state and federal legislative hearings.	77	4	8
2. Preparing position papers on legislative reauthorization.	77	0	9
3. Sponsoring a conference for Vocational Teacher Educators.	77	5	8
4. Founding the Illinois Vocational Teacher Education Association.	60	10	18
5. Monitoring pre-service and in-service teacher education directions.	77	3	9
6. Monitoring Document One revisions.	60	8	17
7. Cooperating with IVA and CoVE (SACVE) in staff development plans.	78	3	9
8. Developing relationships with regional vocational delivery systems.	61	10	13
9. Coordinating statewide vocational education personnel requirements (i.e., resolving excesses/shortages of personnel in occupational areas).	71	5	6
10. Establishing linkages with other (non-Council member) agencies.	68	9	13
11. Defining the role of teacher education institutions in education for technology employment.	71	5	6

15. Approximately one-half of the statewide education leaders think that impacts have occurred as a result of the University Council Statewide Activities.

Source: Statewide Education Leaders Survey

. Do you think that the activities listed above have had impacts statewide?

Yes (52%) No (18%) Don't Know (25%)

Effectiveness (Impact)

Findings/Conclusions	Evidence
16. The University Council Statewide Activities which statewide education leaders cite most frequently as having had impacts are: sponsoring a conference for vocational teacher educators; participating in state and federal legislative hearings; and the founding of the Illinois Vocational Teacher Education Association (IVTEA).	Source: Statewide Education Leaders Survey . Which activities, in your opinion, have had impacts? - Participating in state and federal legislative hearings. (15%) - Sponsoring a conference for Vocational Teacher Educators. (19%) - Founding the Illinois Vocational Teacher Education Association. (15%)
17. Statewide education leaders cite two impacts most frequently as having resulted from the University Council Statewide Activities: . Greater information sharing and awareness regarding vocational education and its needs; and . Support for federal and state legislation affecting the State's vocational education program.	Source: Statewide Education Leaders Survey . What do you think have been the impacts of these activities? (See Number 15b, Section B in Consolidated and Ranked Open-ended Responses.)
18. Past statewide activities of the University Council considered by campus personnel to have had significant impact are: . Involvement in development of three-phase evaluation system; . Support of internships at the State Board; . Assistance with curricular changes; . Bringing Research and Development Section of the State Board closer to the universities; and . Advising the State Board (DAVTE).	Source: Campus Visitations

Effectiveness (Impact)

<table>
<tr><th>Findings/Conclusions</th><th>Evidence</th></tr>
<tr><td>19. Perceptions regarding the University Council and its impacts are more positive among campus personnel than among statewide personnel regarding performance of functions (particularly coordination), justification of time, and performance of State Board initiatives. In addition, unanimity is lacking among state education leaders (especially among State Board personnel) regarding the performance of the University Council and its impacts.</td><td>Source: Campus Survey, Statewide Education Leaders Survey, and Statewide Interviews
<table>
<tr><th></th><th>Campus
(Mean Response)</th><th>Statewide
(Mean Response)</th></tr>
<tr><td>. Degree of performance of functions (1=low, 2=medium, 3=high):</td><td></td><td></td></tr>
<tr><td>- Representation</td><td>2.6</td><td>2.4</td></tr>
<tr><td>- Coordination</td><td>2.4</td><td>1.9</td></tr>
<tr><td>- Communication</td><td>2.3</td><td>2.1</td></tr>
<tr><td>- Advice and assistance</td><td>2.2</td><td>2.2</td></tr>
<tr><td>- On-campus coordination</td><td>-</td><td>1.9</td></tr>
<tr><td>. Do you think impacts justify the time and efforts of the individual University Council members?</td><td>Yes (39%)
No (7%)
Don't know (30%)
No Response (24%)</td><td>Yes (33%)
No (10%)
Don't know (10%)
No Response (47%)</td></tr>
<tr><td>. Do you think the Projects carry out State Board initiatives?</td><td>Yes (54%)
No (7%)
Don't know (15%)
No Response (24%)</td><td>Yes (31%)
No (26%)
Don't know (35%)
No Response (8%)</td></tr>
</table></td></tr>
<tr><td>20. Statewide education leaders think that impacts could be increased through improved definition of mission and goals, and greater direction from the State Board.</td><td>Source: Statewide Education Leaders Survey
(See Number 15e of Section B in Consolidated and Ranked Open-ended Responses - Exhibit L)</td></tr>
<tr><td>21. Potential long-term impacts of the Council include long range planning for improved teacher education, and coordination and articulation among all entities involved in vocational education.</td><td>Source: Statewide Education Leaders Survey
(See Number 3 of Section C in Consolidated and Ranked Open-ended Responses - Exhibit L.)</td></tr>
</table>

Key questions which formed the bases for evaluation of efficiency (operationalization for accountability/management) were:

* The Nine Member Universities

. Are the appropriate people from each university on the University Council?

. What "power" do University Council members have within their own institutions?

. What "power" should/should not each University Council member have within his/her own institution?

* The University Council

. Does the University Council have a role and mission statement, and, if so, what is it?

. To what degree has the University Council performed the following functions in the last three (3) years:

- Representation?
- Coordination?
- Communication?
- Advice and Assistance?

. What linkages have been developed and are they needed?

. Has DAVTE provided direction to the University Council?

. How have DAVTE and the University Council related to one another?

. What are the strengths/weaknesses of the University Council?

Efficiency (Operationalization for Accountability/Management)

Findings / Conclusions	Evidence
22. Campus personnel reject a Council of university vice-presidents or deans. These personnel think the Coordinator should be an individual commited to vocational education and "placed" in the administrative structure in such a way as to have campus-wide visibility. The visibility of the occupational education coordinators varies across the nine university campuses. Administering all State Board contracts through the liaison office tends to increase that visibility.	Source: Campus Visitations . Individuals such as vice-presidents or deans lack necessary time for Council activities (and therefore would delegate the responsibilities), and they may lack the necessary knowledge of and commitment to vocational education. . A cooperative model is preferred because universities tend to operate "bottom up". . Campus perception that the Coordinator "belongs" to a single program area reduces campus effectiveness.
23. The duties of the University Council members have changed over time; however, the selection process and the necessary skills for successful management of the on-campus projects have not been reexamined.	Source: Campus Visitations and Council Minutes . Early Council members needed to be good communicators and advisors; currently Council members must also be project planners, coordinators, implementors, and managers; in short, administrators.
24. The University Council mission statement is not well focused nor is there evidence that it is based upon a needs assessment. As a result the Council lacks a true sense of direction and efforts are often diffused. The Council, in its sixteen-year history, has participated in many worthwhile activities, but those activities have not been guided by a comprehensive sense of direction.	Source: Statewide Education Leaders Survey. Approximately eleven different mission statements were offered. (See Number 2, Section A of Consolidated and Ranked Open-ended Responses, Exhibit L.) Source: Statewide Interviews and Campus Visitations. Source: "Goals derive from purpose, which in turn derives from needs. This statement suggests that the mission development process should begin with a needs assessment." Dean L. Hubbard, Program of the Commission on Institutions of Higher Education for the 1985 Annual Meeting of the North Central Association of Colleges and Schools. Chicago, p. 54.

Efficiency (Operationalization for Accountability/Management)

Findings/Conclusions	Evidence
25. Both campus personnel and statewide education leaders think that the University Council is doing moderately well in performing the functions of representation, coordination, communication, advice and assistance, and on-campus coordination. Statewide personnel perceive coordination, both statewide and on-campus, to have the lowest degree of performance.	Source: Campus and Statewide Education Leaders Surveys (See Number 19 above for detail.)
26. The University Council has sought to establish linkages with other (non-council member) agencies; some of which are ex-officio members of the Council. Others represent less formal linkages. Only the ex-officio member linkages appear to be effective and ongoing.	Source: Council Minutes Source: Statewide Education Leaders Survey (See Number 13 above.)
27. Statewide education leaders do not know whether the State Board has provided adequate direction to the University Council.	Source: Statewide Education Leaders Survey . Has the State Board provided adequate direction to the University Council for Vocational Education? Yes (29%) No (13%) Don't know (52%) No Response (6%)
28. The roles and relationships of the State Board and the University Council are neither well defined nor well understood. Misunderstandings have resulted when State Board or university personnel tend to view issues from only their own frames of reference.	Source: Campus Visitations . Campus personnel perceive the State Board's role, as it relates to the nine universities and the University Council, to be increasingly administrative/managerial in nature at the expense of research and development thrusts. . Campus personnel view and value the Occupational Education Coordinator Project because of its coordination of all vocational education on the campus. Source: Statewide Interviews . State Board personnel view the Occupational Education Coordinator Projects as teacher pre-service and in-service related only. . Statewide personnel (beyond the State Board) predominately view the University Council as an Advisory Committee.

Efficiency (Operationalization for Accountability/Management)

Findings /Conclusions	Evidence
29. A major weakness of the University Council structure (both as a Council and as on-campus projects) is in the area of accountability.	Source: University Plans . University Council functions are process functions such as: communicate, coordinate, represent, etc.; the Council has not been charged with performing objectives with measurable outcomes. . University Plans do not consistently tie dollars to activities. Source: Campus Visitations . Campus personnel expressed a need for on-site evaluations of some type as part of a University Council accountability system. ("On-site evaluations are crucial" and "emphasize program improvement - not head-hunting".) . State Board personnel have been serving as members of university occupational education coordinator selection committees on some campuses.
30. A strength of the University Council is its potential to be a model for articulation with the State Board, among universities, and across vocational education program areas, linking the State Board, University campuses, and entities within a campus such as the joint staffs.	Source: Statewide Interviews Source: Statewide Education Leaders Survey (See Number 3, Section C of Consolidated and Ranked Open-ended Responses, Exhibit L.)
31. A weakness of the University Council is its tendency to react to issues rather than to take a leadership role. In recent years the Council has sought to assume a leadership role in areas such as: sponsoring an annual conference for Vocational Teacher Educators and forming the Illinois Vocational Teacher Education Association.	Source: Council Minutes

Efficiency (Operationalization for Accountability/Management)

Findings /Conclusions	Evidence
32. There is a tendency to list too many items on a year's work plan, rather than to identify highest priority needs and concentrate work on fewer activities. The extent of coordination between (university-wide) institutional planning and university vocational planning appears to vary across university campuses.	Source: University Plans Source: Council Minutes Source: Campus Visitations
33. Even in the face of current emphases on personnel development in-service and the need for university/ LEA linkages, there is little evidence that relationships between the Occupational Education Coordinator Projects on each campus and local education agency personnel exist. Some very limited use of external advisory resource persons (including LEA personnel) is beginning. Major efforts in outreach to local education agencies, particularly for teacher in-service, remain to be realized. Some of the universities have demonstrated the ability to form regional networks relating, particularly, to the operation of a university center.	Source: Campus Visitations . The funding priorities within universities are based upon generation of credit hours, not provision of in-service training for which no credit hours are generated. A dilemma is created when local teachers need in-service activities of less duration than an entire course or have no need to accummulate credit hours.
34. A major strength of the University Council is its ability to act as a whole for vocational education with communication, coordination, and networking capabilities.	Source: Statewide Education Leaders Survey (See Number 1, Section C of the Consolidated and Ranked Open-ended Responses, Exhibit L.)

Key questions which formed the bases for evaluation of equity (conceptualization of funding agreements) were:

* The Nine Member Universities

  . Should all nine universities be funded at the same level?

  . Should all nine universities continue to be funded?

* The University Council

  . Is the current funding formula for the University Council equitable?

  . If the current funding formula is not equitable, what variables might be associated with a more equitable formula?

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Equity (Conceptualization of Funding Agreements)

Findings/Conclusions	Evidence
35. Providing the same level of funding to each of the universities (regardless of the number of teachers trained) is not equitable if the same activities are expected of each institution (i.e., liaison, faculty development, and capacity building). Equity can be achieved by either adjusting the funding or by adjusting the responsibilities on a campus-by-campus basis. There is little evidence that state needs or university strengths to assist in meeting state needs have been assessed and recognized in the development of the funding formula.	Source: Campus Visitations Source: Statewide Impact Assessment Summary Source: Statewide Interviews
36. There is great variability between/among the nine universities with respect to involvement in teacher training activities. Those universities which are less involved in pre-service teacher training activities are located in more heavily populated areas of the State, and because of supply/demand considerations both within their institutions and beyond, their personnel think they are better able to be involved in the inservice teacher training and in developing relationships with regional vocational systems.	Source: Campus Visitations
37. Regarding equity, a number of observations/questions were posed in the course of the on-campus interviews, including: . Are all institutions qualified to do everything? . Shouldn't the larger, more comprehensive institutions be funded more dollars? . Don't the smaller, less comprehensive institutions actually need State Board funding more than the larger ones? . Doesn't equal funding across institutions help keep all institutions, small, medium and large, "in line", and working together harmoniously?	Source: Campus Visitations
38. State Board dollars are viewed as "internal leverage" when seeking additional vocational education funding within the unviersity. This support provides "weight" in approaching university administrators and (other) external funding sources. In addition, external grants, such as the Occupational Education Coordinator Project, help define the university's mission. Without this Project, vocational education _per se_ would probably cease on some campuses.	Source: Campus Visitations Source: Statewide Impact Assessment Summary

Thus, impact, efficiency and equity have been the three considerations in documenting the major findings of this Third-Party Evaluation Project. The evaluation activities have concentrated particularly on the assessment of University Council *impact*, evidence for which was generally found on the campuses in greater abundance than in a statewide context. A number of observations were made by on-campus interviewees related to University Council impacts. Some of these follow as a closing to this section, and as a preface to Section 4, Major Recommendations:

- One interviewee made the following observation: "The project makes the difference between *bare essentials and quality*".
- This Project might best be summarized as one of "potentials". The loss of the Project on this campus, according to interviewees, would be devastating and would make the elimination of vocational education entirely a distinct possibility.
- An administrator provided the following summary observations: "Two constraints have impacts upon this project: the only expanding clientele for the institution is the beyond 18-22 year olds; and products generated have a 5-year average "shelf-life". If this project were eliminated, some things would continue anyway. However, losses would take place such as: curtailed communication with constituents; reduction in coordination; and a fragmented approach to working with local education agencies."
- Finally, interviewees thought that the Project in general created impacts because it was an effective vehicle to validate ideas, to produce changes quickly, and to provide outreach toward business, industry and teachers in service.

4. MAJOR RECOMMENDATIONS

Major recommendations are based upon the comprehensive impact assessment project findings and conclusions, discussed in detail in Section 3. With few exceptions, individuals interviewed and surveyed, locally, on campuses and at the state level in Illinois (and as evidenced in extensive documentation research), expressed views relating to the impact of the University Council for Vocational Education in Illinois, which have confirmed the findings and conclusions resulting from this assessment project. The impact assessment recommendations are reported according to the four arenas of involvement of the University Council for Vocational Education in Illinois:

. The Nine Member Universities;
. The University Council;
. The State Board; and
. The State Board/University Council/Occupational Education Coordination Projects.

The following definition of impact in vocational education provides background concepts for the Illinois vocational education leadership at the state, regional and local levels, and on university campuses in considering the major impact assessment conclusions and recommendations.

> *Impact in vocational education is defined as "the consequence(s) or effect(s) of funded vocational education research and development projects and programs".*

The foregoing findings and conclusions, as well as the recommendations which follow, should be reviewed and discussed fully with the following constituencies:

. The Department of Adult, Vocational and Technical Education, Illinois State Board of Education (Managers/Administrative Council and Departmental Sections);
. The University Council for Vocational Education in Illinois;
. The Illinois Council on Vocational Education (ICOVE); and
. Appropriate university personnel (faculty and administrative) at each of the nine member universities.

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RECOMMENDATIONS:
THE NINE MEMBER UNIVERSITIES

1. Base all Occupational Education Coordinator Project activities on needs assessment which involves all appropriate staff and identifies highest priority needs. Encourage the use of Individual Professional Development Plans (similar to those often required of local staff) on the part of university vocational faculty members to assist in the identification of needs.

2. Coordinate the development of the University Plan for Vocational Education with Institutional Planning (and associated planning documents). Restrict proposed activities to those which are realistic and achievable and perform those activities in depth. If mini-grants are utilized, incorporate accountability practices such as mini-grant proposals and final reports.

3. Expand campus and regional communication and coordination efforts utilizing faculty/Local Education Agency newsletters and Advisory Committees/Councils. Develop strong Advisory Committees, including membership beyond the campus (e.g., Local Education Agencies, business and industry). Make the advisory structure representative, and name advisory members in the University Plan for Vocational Education. Names of faculty listed in the University Plan should be informed/included in communications or deleted from those lists.

4. Seek to increase the provision of off-campus programs and services and to develop university incentive structures or mechanisms beyond the "earned credit hour" to promote off-campus services. Consider the "University Center" concept with its "outreach" orientation for the delivery of in-service staff development programs.

5. Encourage teacher education initiatives (both pre-service and in-service) to include Quality Assistance Plan (QAP) topics such as teacher awareness; technical writing of plans and curriculum; needs assessment, including problem

definition and priority setting; planning; and evaluation of effectiveness.

6. Recognize the State Board funding source and the Occupational Education Coordinator Project on brochures, materials, agendas, communications, etc., as a means of increasing visibility for both the State Board's funding and the Project.

RECOMMENDATIONS:
THE UNIVERSITY COUNCIL

7. Encourage the longitudinal and progressive development of University Council activities, basing each year's activities upon previous experiences, and thereby maximizing the impact of all University Council activities from year to year.

8. Assume a leadership role regarding vocational education issues as opposed to a reactive role. (An example of a current leadership role is the sponsorship of the annual Conference for Vocational Teacher Educators.) Leadership is currently needed for the performance of a statewide analysis of the curricula for professional development and for serious dialogues regarding: 1) the number of vocational teachers needed; 2) how they will be prepared and updated; and 3) who will prepare and update them.

9. Capitalize upon the University Council's potential to act as a whole for vocational education with communication, coordinating and networking capabilities. Continue to stress the potential long-term impacts of the University Council, cited by its founders, i.e., long-range planning for improved teacher education/professional development as well as coordination and articulation among all entities involved in vocational education.

10. Continue to build the University Council's _ex officio_ linkages, particularly

with the Illinois Vocational Association (IVA), the Illinois Council on Vocational Education (ICOVE), the Illinois Community College Board (ICCB), and the Illinois Vocational Curriculum Center (IVCC).

RECOMMENDATIONS: THE STATE BOARD

11. Continue to fund the Occupational Education Coordinator Projects, giving priority to liaison activities followed by professional development and capacity building activities (in that order). In view of the "blurring" of the faculty development and capacity building functions on the campus (and the emphasis of the Carl Perkins Act upon program improvement as opposed to capacity building) consider the possibility of combining these two functional areas into program improvement. The funding of these Projects helps identify vocational education programs and services as a part of the mission of the universities.

12. Continue to involve teacher educators into the statewide staff development planning process through the University Council. The State Board should incorporate formal needs assessments and/or data-based approaches into the statewide staff development planning process. The results of local program evaluations pertaining to staff development needs might provide additional input to the planning process.

13. Define specifically what needs to be accomplished by both the University Council and the Occupational Education Coordinator Projects in terms of measureable outcomes, thereby facilitating greater accountability, as the State Board monitors more closely specific activities tied to funding agreements and the University Council/Occupational Education Coordinators take state-level leadership.

14. Continue efforts to tie the Occupational Education Coordinator position to an administrative locus as visible and comprehensive as possible within the university structure. In addition, continue to strengthen the cooperative model universally preferred by campus personnel rather than to emphasize

the "Council of Vice-Presidents or Deans" concept. Visibility of the Coordinator's office may also be increased through its administration of all State Board funding agreements with a given university.

15. Build greater accountability for time and dollars into the Occupational Education Coordinator Projects utilizing programmatic reporting and on-site evaluations. On-site evaluations, emphasizing program improvement, should be conducted on a three-year cycle and should involve peers, State Board personnel, and independent evaluators.

16. Reexamine periodically the skills needed by the Occupational Education Coordinator to manage successfully the on-campus projects and contribute to statewide leadership. Seek input into the Occupational Education Coordinator selection process by means of service on selection committees by State Board personnel. Incorporate suggestions for improving the performance of the Occupational Education Coordinator into the on-site evaluation process.

RECOMMENDATIONS: THE STATE BOARD/UNIVERSITY COUNCIL/OCCUPATIONAL EDUCATIONAL COORDINATOR PROJECTS

17. Define precisely the mission (purpose) of the University Council (beyond its current purpose as defined by five functional areas of representation, coordination, communication, advice and assistance, and on-campus activities). Base the mission statement upon statewide highest priority needs as identified by the State Board. The basic components for a model to define further the Council's mission might follow these questions:

    I. What is the purpose of the University Council?
        A. Who is served?
        B. How are they served?
        C. What results are anticipated?

    II. How can the Council's activities be characterized (scope, emphasis)?

    III. What future changes in the University Council are anticipated?

18. Clarify the roles of the State Board, the University Council, and the Projects as they exist on each campus, such that common expectations exist for each entity and misperceptions are eliminated. Unanimity regarding roles and expectations must be established, particularly with the State Board personnel.

19. Explore ways in which University Council members, other university personnel, and State Board personnel can interact more frequently. (Involvement of State Board personnel in on-site evaluation teams is one means of increasing this interaction.) State Board personnel need to be familiar with the philosophies of each of the universities, and University Council members and other university personnel need to understand State Board policy and policy-making processes. "Them" and "us" mentalities must be eliminated.

20. Define clearly the role in Education for Employment/Regional Delivery for the University Council and the nine member universities in a statewide and consistent mode. Tie University Council plans for Fiscal Year 1986 and beyond specifically to future directions of the Education for Employment Program.

21. Achieve equity in funding by either adjusting the funding or by adjusting the responsibilities on a campus-by-campus basis. State needs and individual university strengths must be assessed and recognized in the development of a funding formula. Consider the possibility that those universities less involved in pre-service teaching training activities (and located in more heavily-populated areas of the State) be more involved with in-service teacher training and in developing relationships with regional vocational systems.

22. Consider the following numerical parameters if any portion of the funding

formula for the Occupational Education Coordinator Projects is based upon a "numbers" component:

- number of vocational program areas available;
- number of vocational program areas available in which additional teachers are needed;
- number of vocational education faculty;
- number of students in vocational teacher training programs (pre-service);
- number of students graduated as trained teachers;
- number of students graduated and placed as trained teachers;
- number of current teachers receiving in-service training.

23. Constitute a Task Force (early in Fiscal Year 1986) to re-shape (or re-affirm) the form, the structure and the funding patterns for the University Council. Membership should include State Board personnel (Research and Development and other sections), and university personnel beyond the Occupational Education Coordinator. Variables that might be considered are:

    a) Selection of a standard set of staff development services to be provided such as:

        1) pre-service for individuals entering teaching from industry
        2) supervision of new staff
        3) pedogogical update
        4) technological update
        5) information update
        6) skills testing
        7) curriculum development
        8) research and development

    b) Identification of patterns for providing services (e.g., all nine universities, various consortia of the nine universities, or some of the nine universities).

    c) Selection of funding patterns (e.g., general support to each university regardless of enrollment or faculty strength, or support for continuing specified services negotiated annually, or a combination of the two).

5. EXHIBITS

- A. Final Report Abstract
- B. Proposal Abstract
- C. Request for Information
- D. Research Design, Sampling Plan and Research Questions
- E. Statewide Interview Format
- F. Campus On-Site Data Profile
- G. Campus Visitation Memo
- H. Campus Visitation Interview Formats
- I. Campus Impact Survey Package
- J. Campus Impact Survey Results (including Open-Ended Responses)
- K. Statewide Education Leader Impact Survey Package
- L. Statewide Education Leader Impact Survey Results (including Open-Ended Responses)
- M. Transmittal of Impact Assessment Summaries

Exhibit A

FINAL REPORT ABSTRACT

Official Project Title: A Third-Party Evaluation to Assess the Impact of the University Council for Vocational Education in Illinois

Department of Adult, Vocational and Technical Education Funding Agreement Number: R-31-15-X-0352-530

Project Director: Fred C. McCormick, Ph.D., President

Funded Agency: Educational Operations Concepts, Inc.

Location of Funded Agency: 1773 Skillman West, Saint Paul, Minnesota 55113
(612) 633-1103

Time Period Covered: July 16, 1984 - June 30, 1985

Major Accomplishments of the Project: The Project accomplished its four (4) objectives, resulting in the following: establishment of project liaisons, finalizing of the impact assessment design, collection of data from the University Council and participating universities; collection of data from agencies/organizations with established University Council linkages; development/administration/analysis of written surveys, conduct of on-site visitations; conduct of state-wide interviews both within and beyond the State Board; documentation of major findings including an impact assessment summary for each of the nine universities as well as a statewide impact assessment summary across the nine member universities; documentation of impact-related findings according to effectiveness, efficiency and equity; documentation of major conclusions and recommendations synthesized by the four project objectives and preparation of three progress reports, a Final Report, and a Final Product: An Impact Assessment of the University Council for Vocational Education in Illinois.

Potential Impact on Vocational Education: Results of this comprehensive third-party independent evaluation activity will provide for future Illinois approaches for program improvement through the University Council for Vocational Education in Illinois and its assessment of impact. Improved teaching techniques in a substantial number of learning situations within five years after the activity will result. Primary target populations expected to be impacted include teacher educators, students, teachers and counselors, administrators and supervisors, and other community resource persons.

Products Delivered: (Indicate titles, types, quantity, recipients and date of delivery)

The following products are associated with this Third-Party Evaluation Project (to be delivered as outlined in the Final Report):

- Progress Report, September 30, 1984 (Two copies);
- Progress Report, December 31, 1984 (Two copies);
- Progress Report, March 31, 1985 (Two copies);
- Final Report, June 30, 1985 (Fifty copies);
- Product: An Impact Assessment of the University Council for Vocational Education in Illinois, June 30, 1985 (Twenty copies).

Exhibit B

PROPOSAL ABSTRACT

TITLE: A Third-Party Evaluation to Assess the Impact of the University Council for Vocational Education in Illinois

PRINCIPAL INVESTIGATOR(S): Fred C. McCormick, Ph.D., President
Eileen R. McCormick, M.S., Corporate Officer and Consultant
Erwin K. Geigle, Ph.D., Consultant

INSTITUTION: Educational Operations Concepts, Inc.

LOCATION: 1773 Skillman West, Saint Paul, Minnesota 55113

OBJECTIVES: The Activity Goal is to conduct a third-party evaluation to assess the impact of the University Council for Vocational Education in Illinois. The project objectives are based on an expansion of the minimum requirements for accomplishing the activity and number four:

. 1. Assess, by May 31, the impacts of funding the University Council for Vocational Education in Illinois and its activities for each participating university, and for the State Board's programs of vocational, technical, adult, and career education, and CETA/JTPA initiatives.
. 2. Determine, by May 31, the impact of the University Council for Vocational Education on improving the quality and expanding the scope of adult, vocational and technical education in Illinois, specifically related to such areas as: state and federal legislation; teacher certification; teacher education; and the quality of the linkages established between the University Council and other agencies.
. 3. Document strengths and weaknesses in the University Council process in terms of efforts in coordinating intra-state teacher education activities, by May 31; and
. 4. Provide recommendations, by May 31, to State Board staff regarding improvement in the form and/or structure of the University Council for Vocational Education in Illinois.

PROCEDURES: Procedures to be utilized number twenty-two (22) and have been designed according to the activity goal and the four project objectives as follows: (1) Orientation Conference; (2) Establish Project Liaisons; (3) Finalize Impact Assessment Design; (4) Identify/Obtain Data Documentation from University Council/Participating Universities; (5) Identify/Obtain Data Document from DAVTE; (6) Identify/Obtain Data Documentation from Agencies/Organizations with Established University Council Linkages; (7) Progress Report; (8) Extract Baseline Data from All Sources; (9) Develop Initial Composite Profile; (10) Review Updated Composite Profile and Develop/Administer/Analyze Written Survey(s) as Needed; (11) Progress Report; (12) Review Initial Composite Profile/Identify Additional Data Required; (13) Progress Report; (14) Conduct Interviews/On-Site Visits; (15) Analyze/Synthesize all Gathered Data; (16) Develop Updated Composite Profile; (17) Summarize all Baseline Data; (18) Document Strengths and Weaknesses; (19) Develop Recommendations Regarding Improvement; (20) Complete Draft of Activity's Final Report; (21) Complete Draft(s) of other Unique Final Product(s); and (22) Final Report/Unique Final Product(s) Delivered.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL AND TECHNICAL EDUCATION: Results of this comprehensive third-party independent evaluation activity will provide for future Illinois approaches in program/personnel development for program improvement through the University Council for Vocational Education, and its assessment of impact. Improved teaching techniques in a substantial number of learning situations within five years after the activity will result. Primary target populations expected to be impacted include teacher trainers, teachers and counselors, administrators and supervisors, students, and other community resource persons.

PRODUCTS TO BE DELIVERED: (Indicate type of product, quantity, recipients and date of delivery): In addition to two (2) copies each of three (3) quarterly progress reports, fifty (50) copies of a Final Report will be delivered by June 30, 1985 to the Illinois State Board of Education/Department of Adult, Vocational and Technical Education. In addition, other unique final product(s) necessary to convey assessment results effectively to various audiences will be delivered to the State Board Office upon completion of the project. These unique final product(s) and number of copies to be delivered will be negotiated as the project progresses.

Exhibit C

Phone: (612)633-1103

Educational Operations Concepts, Inc.

1773 Skillman West Saint Paul, Minnesota 55113

Educational Operations Concepts, Inc. (EOC) is pleased to be performing A Third-Party Evaluation to Assess the Impact of the University Council for Vocational Education in Illinois. A Project Abstract and Request for Information/Sources follow.

PROJECT ABSTRACT

. PROJECT SPONSOR: Research and Development/Department of Adult, Vocational and Technical Education/Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777
(217) 782-4620
Mr. Joseph Helbling, Contract Administrator

. TIMELINE: Through June, 1985

. SUMMARY: The project objectives are:

1. Assess the impacts of funding the University Council for Vocational Education in Illinois and its activities for each participating university, and for the State Board's programs of vocational, technical, adult, and career education, and CETA/JTPA initiatives.
2. Determine the impact of the University Council for Vocational Education on improving the quality and expanding the scope of adult, vocational and technical education in Illinois, specifically related to such areas as: state and federal legislation; teacher certification; teacher education; and the quality of the linkages established between the University Council and other agencies.
3. Document strengths and weaknesses in the University Council process in terms of efforts in coordinating intra-state teacher education activities; and
4. Provide recommendations to State Board staff regarding improvement in the form and/or structure of the University Council for Vocational Education in Illinois.

The nine universities holding membership on the Council are: Chicago State University-Chicago, Eastern Illinois University-Charleston, Governors State University-Park Forest South, Illinois State University-Normal, Northern Illinois University-DeKalb, Southern Illinois University-Carbondale, Southern Illinois University-Edwardsville, University of Illinois-Urbana-Champaign, and Western Illinois University-Macomb.

The framework for the Impact Assessment involves conceptual, operational and impact parameters with initial research questions suggested as follows:

A. CONCEPTUAL PARAMETERS
  . What are the goals and objectives of:
    - The Illinois State Board/Department of Adult, Vocational and Technical Education (DAVTE/ISBE)?
    - The nine participating universities?
    - The other agencies and organizations with established University Council linkages?
    - The University Council for Vocational Education in Illinois?
  . What are the interrelationships between/among the goals/objectives of DAVTE/ISBE, the University Council, the nine universities, and the eleven agencies and organizations with established University Council linkages?

B. OPERATIONAL PARAMETERS:
  . What are the major activities of the University Council as they relate to program improvement, administrative structures, personnel development, support services and linkages?
  . What is the nature and level of funding for these activities?
  . How is the funding used?
  . How does the funding affect the participating institutions and DAVTE/ISBE?
  . Is the current funding formula equitable? If not, what variables might be associated with a more equitable formula?

C. IMPACT PARAMETERS:
  . Who are the targeted audiences?
  . What are the impacts of the activities of the University Council for Vocational Education on the targeted audiences?
  . Are the impacts intended or unintended? direct or indirect?
  . Are the impacts justifiable in terms of costs?

. REQUEST FOR INFORMATION: We would appreciate your being in touch with us within a week if you have any source(s) of information which would be useful in the performance of this impact assessment project. Your passing along this Project Abstract/Request for Information to (an)other information source person(s) will also be appreciated. Thank you.

Fred C. McCormick, Ph.D., President and Project Director
Eileen R. McCormick, M.S., Project Associate

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Exhibit D

Phone: (612)633-1103

Educational Operations Concepts, Inc.

1773 Skillman West
Saint Paul, Minnesota 55113

Fall, 1984

Educational Operations Concepts, Inc. (EOC) is performing A Third Party Evaluation to Assess the Impact of the University Council for Vocational Education in Illinois. The project timeline extends through June, 1985. The Project Sponsor is:

Research and Development/Department of Adult, Vocational
and Technical Education/Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777
(217) 782-4620
Dr. Joseph Helbling, Contract Administrator

In addition to project consultants, the EOC Third-Party Evaluation Team members are:

Fred C. McCormick, Ph.D., President and Project Director
Eileen R. McCormick, M.S., Project Associate

The nine universities holding membership on the Council are: Chicago State University-Chicago, Eastern Illinois University-Charleston, Governors State University-Park Forest South, Illinois State University-Normal, Northern Illinois University-DeKalb, Southern Illinois University-Carbondale, Southern Illinois University-Edwardsville, University of Illinois-Urbana-Champaign, and Western Illinois University-Macomb.

The project objectives are:

1. Assess the impacts of funding the University Council for Vocational Education in Illinois and its activities for each participating university, and for the State Board's programs of vocational, technical, adult, and career education, and CETA/JTPA initiatives.
2. Determine the impact of the University Council for Vocational Education on improving the quality and expanding the scope of adult, vocational and technical education in Illinois, specifically related to such areas as: state and federal legislation; teacher certification; teacher education; and the quality of the linkages established between the University Council and other agencies.
3. Document strengths and weaknesses in the University Council process in terms of efforts in coordinating intra-state teacher education activities; and
4. Provide recommendations to State Board staff regarding improvement in the form and/or structure of the University Council for Vocational Education in Illinois.

The framework for the Impact Assessment involves conceptual, operational and impact parameters. It is useful to note a definition, included in other DAVTE documents, for *impact* as follows:

. *impact*: *"the consequence(s) or effect(s) of funded vocational education research and development projects and programs"*

Exhibit One, following, provides a framework for the Third-Party Evaluation to Assess the Impact of the University Council for Vocational Education in Illinois (UCVEI) as a six-cell matrix. Involved are assessments of the University Council and the nine-member universities, their goals/objectives/thrusts and accomplishments in terms of Funding Agreements with DAVTE and of DAVTE goals/objectives and thrusts.

The major methods of data collection outlined for the project include:

- interviews;
- document analysis;
- impact survey: each of several survey populations; and
- on-site visits (including additional interviews and document analysis).

All impact assessment instrumentation will include both structured and open-ended items. Exhibit Two, following, provides a listing of survey (and possible follow-up interview) populations.

A number of research questions associated with the University Council have been generated as a result of preliminary project efforts. This listing has followed interviews of key personnel both within and beyond DAVTE/ISBE in Springfield (but not at the nine universities), and extensive/comprehensive review of available University Council documentation. It also utilizes the key questions relating to the Impact Assessment Design in the June, 1982 DAVTE document, Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). The listing of research questions follows as Exhibit Three and according to the categories (I.A. through III.B.), in the six-cell matrix of Exhibit One. Since the limitations of the Third-Party Evaluation will not allow attention to all of the research questions listed, it will be necessary to prioritize these research questions in terms of their relative importance in the current year's evaluation activities and preparatory to scoping the content of data collection instrumentation to follow. Further, it will be useful to prioritize (1 = most important) the research questions within each of the six categories (I.A. through III.B.) provided in Exhibit Three.

EXHIBIT ONE

FRAMEWORK FOR THE IMPACT ASSESSMENT:
THIRD PARTY EVALUATION: THE UNIVERSITY COUNCIL FOR VOCATIONAL EDUCATION IN ILLINOIS (UCVEI)

Assessments of UCVEI/Nine Member Universities Goals/Objectives/Thrusts and Accomplishments in terms of Funding Agreements with DAVTE and of DAVTE Goals/Objectives/Thrusts:

A. The University Council for Vocational Education in Illinois (UCVEI) . Representation . Coordination . Communication . Advice and Assistance	I.A.	II.A.	III.A.
B. The Nine Member Universities: (CSU, EIU, GSU, ISU, NIU, SIU-C, SIU-E, UofI, WIU) . Coordination of Faculty Development . Coordination of Institutional Capacity Building . Research and Development	I.B.	II.B.	III.B.
	I. EFFECTIVENESS (i.e., Impacting by doing the right things)	II. EFFICIENCY (i.e., operationalizing things the right way for accountability/management)	III. EQUITY (i.e., conceptualizing and effecting equitable funding agreements with each university to maximize effectiveness and efficiency);

EXHIBIT TWO

UNIVERSITY COUNCIL: SURVEY/INTERVIEW POPULATIONS

. Present (FY 1985) University Council Members

. Past University Council Members

. Vocational Education Colleagues and others at each university, including Joint Council members from each campus

. First-year and/or second-year Illinois vocational teachers, prepared by the nine Illinois universities

. Personnel in DAVTE/ISBE, including pertinent former DAVTE personnel

. Pertinent ISBE and other Illinois State Agency Personnel

. Linked Agency Liaison Persons:

(Illinois Occupational Information Coordinating Committee, School Problems Commission, Illinois Alliance for Exceptional Children and Adults, Illinois Association of School Administrators, Illinois Association of School Boards, State Teacher Certification Board, American Vocational Association)

. Vocational Educators on SACVE

. IVA and IVA Affiliate Presidents and Past-Presidents

. Ex officio University Council Members: (ICCB, BHE, SACVE, IVA and IVCC)

EXHIBIT THREE

RESEARCH QUESTIONS

I.A. EFFECTIVENESS (IMPACT): The University Council:

____ 1. What have been the most important accomplishments of the University Council during the past three (3) years?

____ 2. How have these accomplishments furthered vocational, technical and adult education in Illinois?

____ 3. What have been the impacts (effects) of those accomplishments (positive/negative, long-term/short-term, intended/unintended)?

____ 4. What evidence exists of that impact, such as changes in target populations, products, or processes?

____ 5. Who are key individuals/groups and sites that could be contacted or visited to gain further evidence of impacts of the Council?

____ 6. Who are the target audience(s) most affected by University Council activities?

____ 7. What impacts, if any, have occurred on persons/groups other than the identified target audience(s)?

____ 8. What are the potential long-term impacts of the University Council?

____ 9. What future impacts are likely to occur?

____ 10. Who might be affected by future impacts of the University Council?

____ 11. What critical ingredients have contributed to any achievement of impacts by the University Council - (staff, individuals/groups, products, setting, implementation process)?

____ 12. What factors have inhibited the achievement of impacts by the University Council (staff, individuals/groups, products, setting, implementation process)?

____ 13. Do the University Council impacts justify the time and efforts of:

. individual University Council members?
. others on each University campus?
. DAVTE personnel?

____ 14. What should the University Council do to increase its impact or effect?

____ 15. Does the University Council carry out DAVTE initiatives (e.g., regionalization, competency-based education, diffusion of new products, education for technology employment)?

____ 16. Are accomplishments due to University Council activity, or would they happen anyway?

____ 17. What would be the effect(s) if the University Council were to be discontinued?

____ 18. What is the image of the University Council within and beyond the State of Illinois?

____ 19. What dissemination activities have been conducted by the University Council?

I.B. EFFECTIVENESS (IMPACT): The Nine Member Universities:

____ 1. To what degree have University Council members performed the following functions as part of on-compus activities:

. Coordination of Faculty Development?
. Coordination of Institutional Capacity Building?
. Research and Development?

____ 2. What is the impact of capacity building on each campus?

____ 3. What is the impact of faculty development on each campus?

____ 4. What is the impact of research and development activities on each campus?

____ 5. How important is the function of the on-campus coordinator/liaison person?

____ 6. Do Council members and vocational education faculty on each campus carry out DAVTE initiatives on their campuses (e.g., regionalization, competency-based education, diffusion of new products, education for technology employment)?

____ 7. To what extent have the nine universities effected institutional capacity-building according to DAVTE's Fourteen Thrusts for the 80's, including two (2) program concepts, one (1) administration concept, three (3) personnel concepts, and eight (8) support services concepts?

____ 8. Are teachers being updated through Council member efforts on and off campus (both pre- and in-service)?

____ 9. Do professional development activities include awareness/knowledge of DAVTE, IVA, SACVE, and the Illinois Vocational Curriculum Center?

____ 10. What is the image of the University Council on the nine university campuses?

____ 11. What should University Council members do on their campuses to increase impact or effect?

____ 12. Are accomplishments due to University Council and liaison activities, or would they happen anyway?

____ 13. What would be the effect(s) on each campus if the University Council were to be discontinued?

II.A. EFFICIENCY (OPERATIONALIZATION FOR ACCOUNTABILITY/MANAGEMENT): The University Council?

____ 1. Does the University Council have a role and mission statement, and, if so, what is it?

____ 2. What are the goals and objectives of:

. The Illinois State Board/Department of Adult, Vocational and Technical Education (DAVTE/ISBE)?

. The nine participating universities?

. The other agencies and organizations with established University Council linkages?

. The University Council for Vocational Education in Illinois?

____ 3. What are the interrelationships between/among the goals/objectives of DAVTE/ISBE and:

. The University Council?

. The nine universities?

. The other agencies and organizations with established University Council linkages?

____ 4. To what degree has the University Council performed the following functions in the last three (3) years:

. Representation?
. Coordination?
. Communication?
. Advice and Assistance?

____ 5. What are the major activities of the University Council as they relate to program improvement, administrative structures, personnel development, support services and linkages?

____ 6. What is the nature and level of funding for these activities?

____ 7. How is the funding used?

____ 8. How does the funding affect the participating universities and DAVTE/ISBE?

____ 9. What should the University Council do that it is not currently doing?

____ 10. What University Council activities could/should be eliminated?

____ 11. What linkages have been developed and are they needed?

____ 12. Should Business/Industry linkages be developed by the University Council on a state-wide basis?

____ 13. How does the University Council relate to DAVTE?

____ 14. How does DAVTE relate to the University Council?

____ 15. Has DAVTE provided direction to the University Council?

____ 16. Is the expertise of the University Council and its individual members being fully utilized in Illinois vocational education?

____ 17. Does the University Council lead or react (e.g., in issues of teacher certification, legislative action)?

____ 18. Is the University Council worth the costs in terms of DAVTE's coordinating efforts/meeting with nine universities at one time?

____ 19. What are the strengths of the University Council?

____ 20. What are the weaknesses of the University Council, if any?

II.B. EFFICIENCY (OPERATIONALIZATION FOR ACCOUNTABILITY/MANAGEMENT): The Nine Member Universities:

____ 1. Are the appropriate people from each university on the University Council?

____ 2. What "power" do University Council members have within their own institutions?

____ 3. What "power" should/should not each University Council member have within his/her own institution?

____ 4. Are institutional administrators aware of/involved with University Council members and Council activities?

____ 5. Should Business/Industry linkages be developed by each of the universities on a campus-by-campus basis?

III.A. EQUITY (CONCEPTUALIZATION OF FUNDING AGREEMENTS): The University Council:

____ 1. Are the impacts or effects of the University Council justified in terms of the costs related to the (overall) DAVTE funding of vocational education in Illinois?

____ 2. Is the current funding formula for the University Council equitable?

____ 3. If the current funding formula is not equitable, what variables might be associated with a more equitable formula?

III.B. EQUITY (CONCEPTUALIZATION OF FUNDING AGREEMENTS): The Nine Member Universities:

____ 1. Are the impacts of effects of the Council on each campus justified in terms of the costs (i.e., for professional development, institutional capacity-building and research/development)?

____ 2. Should all nine universities be funded at the same level?

____ 3. Should all nine universities continue to be funded?

____ 4. Should each university specialize in one (or more) areas of vocational education, as related to its DAVTE Funding Agreement?

Exhibit E BEST COPY AVAILABLE

Statewide Interview Format

Name________________________________ Date____________

Position____________________________ Phone___________

Agency/Address______________________

1. How have you related to the University Council for Vocational Education?____

____

2. To what degree do you think the Council has performed the following functions in the last three (3) years?

(low) 1 2 3 4 5 (high)

   a. Representation: represents the role and function of the nine universities that prepare vocational education personnel.
   b. Coordination: coordinates efforts and resources.
   c. Communicates: provides a communications conduit among the universities and appropriate state agencies.
   d. Advice and Assistance: provides an advisory group for many concerns and efforts.
   e. On-campus Activities:
      1) Coordinates faculty development.
      2) Coordinates institutional capacity building.

3. What in your opinion are the most important accomplishments of the Council to further vocational technical education in the State of Illinois in the past three (3) years?__________________________

____

____

4. What do you think have been the impacts (effects) of those accomplishments (positive/negative, long-term/short-term)?_____________

____

____

5. Can you provide evidence of that impact, such as changes in target populations, products, or processes?______________________

____

6. Do you think that the impacts or effects of the Council are justified in terms of the costs? (Explain) ______________________________

____

7. What do you think the Council could do to increase its impact or effect? ____

____

8. What do you perceive to be the strengths of the Council? __________

____

9. What do you perceive to be the weaknesses of the Council? ________

____

10. What would you suggest the Council do that it is not currently

doing? ____

____

11. What is the Council doing that could be eliminated? ______________

____

12. Additional comments. ____

____

Exhibit F

UNIVERSITY COUNCIL FOR VOCATIONAL EDUCATION
IMPACT ASSESSMENT
(On-site Data Profile)
Based upon University Plan(FY 84&85) and Final Report(FY 84)

1. University Information:
   A. Administratiive Structure (see separate page if needed)

   B. Programs

   C. Enrollments

   D. Graduates

   E. Faculty (see separate page(s) for names)

2. Project Budget (see separate page if needed)

3.Total DAVTE grants, awards, contracts etc. (if applicable)

4. University sign-off person (name and position)

5. Total numbers of persons reached by Project (provide by category if possible)

UNIVERSITY COUNCIL FOR VOCATIONAL EDUCATION
IMPACT ASSESSMENT
(On-site Data Profile)
Based upon University Plan(FY 84&85) and Final Report(FY 84)

ACTIVITIES:

1. Personnel Development and Research Activities (for faculty):

2. Institutional Capacity Building Activities (for Students):

3. Liaison Activities:

101

Exhibit G

Phone: (612)633-1103

Educational Operations Concepts, Inc.

1773 Skillman West
Saint Paul, Minnesota 55113

January 28, 1985

TO: Members of the University Council for
Vocational Education in Illinois

FROM: Fred and Eileen McCormick

One of the next phases of our Third-Party Evaluation to Assess the Impact of the University Council for Vocational Education in Illinois will be to visit each of your campuses during February and the first of March. Dr. Joe Helbling will also be on the campuses during those days when his schedule permits. We are looking forward to these visitations, which will be informal and not on-site evaluations in the usual sense. The schedule of these visitations has now been finalized as follows:

Monday, February 11: SIU-E
Tuesday, February 12: SIU-C
Wednesday, February 13: WIU
Thursday, February 14: ISU
Friday, February 15: EIU

* * *

Tuesday, February 26: NIU
Wednesday, February 27: UofI
Thursday, February 28: CSU
Friday, March 1: GSU

The major purpose of the visitations will be an opportunity to talk with you, your colleagues and others, as appropriate, on your campus. We would like to be able to sense the institutional commitment to the University Council functions as well as perceptions of impact, both on the campus and beyond. We would like to talk with any and all of your colleagues, including the institutional administrative person(s) associated with the DAVTE Funding Agreement (and others as appropriate). Our day on campus can start as early as is needed and can last as long as is required to visit with appropriate persons on a one-to-one basis and/or in groups. (The two of us can be visiting with different persons or groups at the same time, if this would be helpful.)

We will arrive the evening before the visit and will stay on campus, if accommodations are available, or at a nearby motel. (If you have any suggestions for accommodations, these would be appreciated. Several of you have made suggestions already.) It would also be helpful to be able to park on the campus the day of the visitation.

If possible, we would appreciate having breakfast with you in order to discuss any final orientation and last minute details for the visitation on that day. We also would like to have a final session with you that day before we leave the campus in order to give you feedback on the entire day's experiences.

Please let us know if you have any further questions about this phase of the Impact Assessment. We would appreciate receiving from you, by Friday, February 8, the following:

- A Schedule for the day's activities (or at least a preliminary schedule);
- Campus and vicinity maps, if available;
- Arrangements for parking on campus, if possible;
- Any lodging accommodations suggestions/arrangements;
- A suggestion for a time and place where we can have a breakfast with you the morning of our visit.

Many thanks for your efforts in helping us make this significant phase of the Impact Assessment successful. Kindest regards.

Exhibit H

UNIVERSITY COUNCIL FOR VOCATIONAL EDUCATION
IMPACT ASSESSMENT
(On-site Interview Form)

We are conducting an evaluation to assess the impact of the University Council for Vocational Education in Illinois. (A 1982 Project at the University of Illinois defined Impact as the consequence(s) of funded vocational education reasearch and development projects.) We are not evaluating individual coordinators or institutions, and our findings will be reported only as a composite of all institutions. Therefore we hope you will feel free to be totally honest and candid in your remarks.

1. Tell me what you know about the Occupational Education Coordinator Project at this University.

   How aware are you of:
   - •Liaison (University Plan, Advisory Committee, Materials from DAVTE, etc.)
   - •Faculty Development (mini-grants, workshops, seminars, assistance with proposals, etc.)
   - •Capacity Building (mini-grants, curriculun development, pre/in-service, etc.)

2. Have you participated in any activities sponsored by this Project?
   - •If no, why not?
   - •If yes, what were they and when?

3. What do you think have been the impacts (short-term/long-term, positive/negative) of the Occupational Education Coordinator Project in terms of:
   - •Liaison Activities:
   - •Faculty Development Activities:
   - •Capacity Building Activities:

4. Can you share any qualitative (observable) or quantitative (measurable) evidence of impacts? Who or what changed?

5. Who or what do you think either inhibited or enhanced the achievement of the impacts? For example:
   - *the University Plan
   - *Advisory Committee
   - *Coordinator/position power
   - *Other staff
   - *Administrative Structure
   - *Implementation Process
   - *Evaluations
   - *DAVTE
   - *Other

6. Do you think that the impacts of the Occupational Education Coordinator Project are justified in terms of the costs? Explain.

7. Are teachers being updated (pre- and in-service) because of the Occupational Education Coordinator Project? On campus? Off campus?

   *Can you provide any evidence that this would not happen anyway?

   *Does professional development include awareness of DAVTE, IVA, SACVE, and the Illinois Vocational Curriculum Center?

8. Do you think that Occupational Education Coordinator Project activities emphasize DAVTE initiatives? Explain.

9. What do you think would happen if the Occupational Education Coordinator position were eliminated?

   Faculty Development were eliminated?

   Capacity Building were eliminated?

10. How do you think the University Council and the Occupational Education Coordinator Project could be improved? (Changes in format, personnel, structure, etc.)

•On campus?

•Statewide?

11. If you could redistribute the funding involved in this Project, how would you spend the dollars?

12. How would you distribute the funding if the dollars were reduced to one-half?

13. Is there enough funding involved in this Project to really make a difference?___________________ If not, how much would it take to make a difference?

14. Would you be willing to give up any of your funds to another institution, or do you feel you should have some funds that are going to other institutions? (Explain)________

DATE:_____________________ UNIVERSITY:______________________________

PERSON(S) INTERVIEWED:____

____

____

UNIVERSITY COUNCIL FOR VOCATIONAL EDUCATION
IMPACT ASSESSMENT
(On-site Interview Form: General Administration)

We are conducting an evaluation to assess the impact of the University Council for Vocational Education in Illinois. (A 1982 Project at the University of Illinois defined Impact as the consequence(s) of funded vocational education reasearch and development projects.) We are not evaluating individual coordinators or institutions, and our findings will be reported only as a composite of all institutions. Therefore we hope you will feel free to be totally honest and candid in your remarks.

*GENERAL ADMINISTRATION, EG. SIGN-OFF PERSON

1. Are you aware of the Occupational Education Coordinator Project?

2. How are you involved with this Project?

3. What are your expectations of this Project?

4. What "power" does the Occupational Education Coordinator have within this University?

5. What "power" do you think he/she should have within this University?

6. What do you think would happen if this Project were reduced to one-half?

7. What do you think would happen if this Project were eliminated?

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UNIVERSITY COUNCIL FOR VOCATIONAL EDUCATION
IMPACT ASSESSMENT
(On-site Interview Form: Occupational Education Coordinator)

We are conducting an evaluation to assess the impact of the University Council for Vocational Education in Illinois. (A 1982 Project at the University of Illinois defined Impact as the consequence(s) of funded vocational education reasearch and development projects.) We are not evaluating individual coordinators or institutions, and our findings will be reported only as a composite of all institutions. Therefore we hope you will feel free to be totally honest and candid in your remarks.

*OCCUPATIONAL EDUCATION COORDINATOR

1. How many (FTE) students are enrolled in the entire University?

2. How is your advisory committee formed?

   *How often are meetings held?

   *What are the responsibilities of the advisory committee?

3. How are DAVTE materials/products made available to colleagues and students?

4. How do you think you proportion your time between University Council activities and on-campus Occupational Education Coordinator activities?

   *What are 4-5 major on-campus Occupational Education Coordinator activities and the relative proportion of time devoted to each of them?

5. Have impacts increased with the addition of Capacity Building and Professional Development funding?

6. Is there any way to assure that the Occupational Education Coordinator Project funds are supplementing and not supplanting?

   If yes, how?

7. Should each university specialize in one (or more) areas of vocational education as related to its DAVTE Funding Agreement?

Exhibit I

Phone: (612)633-1103

Educational Operations Concepts, Inc.

1773 Skillman West
Saint Paul, Minnesota 55113

April 19, 1985

Dear Illinois Vocational Teacher Educator,

The Department of Adult, Vocational and Technical Education, Illinois State Board of Education, has undertaken a study to assess the impact of the University Council for Vocational Education in Illinois. To assist with this effort, the State Board has engaged the services of an independent third-party evaluator, Educational Operations Concepts, Inc. (EOC). The enclosed Impact Survey represents one of the major assessment efforts.

Since 1969, the University Council for Vocational Education in Illinois has functioned continuously in a collaborative capacity with the Illinois State Board of Education's Department of Adult, Vocational and Technical Education. Membership consists of one Vocational (Occupational) Education Coordinator appointed by the president of each of the nine Illinois public universities that offer vocational personnel preparation programs. (In the past, the Council has been titled the University Liaison Council and its members Liaison Persons.) The universities holding membership on the Council are:

- Chicago State University
- Eastern Illinois University
- Governors State University
- Illinois State University
- Northern Illinois University
- Southern Illinois University-Carbondale
- Southern Illinois University-Edwardsville
- University of Illinois-Champaign
- Western Illinois University

Your assistance is vital to an accurate assessment of the impact of the University Council because your name is part of a small random sample of vocational educators on the nine campuses. (It is possible that we may have interviewed you as part of our on-site visitation; nonetheless we need your written response as well.)

Please take time to complete this survey and return it to EOC within a week. Directions are included on the instrument for its return, and postage is provided. Individual responses are confidential and survey findings will be reported only in the aggregate.

Thank you in advance for your assistance. If you have any questions please feel free to call me or Eileen McCormick at (612) 633-1103.

Sincerely,

Fred C. McCormick

Fred C. McCormick, Ph.D.
Project Director

Spring, 1985

UNIVERSITY COUNCIL FOR VOCATIONAL EDUCATION IN ILLINOIS
IMPACT SURVEY

For purposes of this survey, impact is defined as: *"the consequence(s) or effect(s) of funded vocational education research and development projects and programs"*. All possible impacts are too numerous to list; however, a few examples include: improved staff attitudes; increased enrollments; updated course content; improved teacher training: pre-service or in-service; new courses; updated staff; etc. Please utilize the above definition in completing this survey.

Instructions: Check the appropriate answer.

1. Are you aware of the Occupational Education Coordinator (Liaison) Project on your campus?

_____ Yes (If yes, proceed to Section A.)
_____ No (If no, please fold, staple, and return this survey.)

SECTION A: LIAISON ACTIVITIES

Instructions: Following is a list of some activities performed by the Occupational Education Coordinator (Liaison Person) on your campus as a part of his/her liaison function. In the first column indicate your awareness of each activity (check yes or no); in the second column indicate whether each activity has benefitted you in the past three years (check yes or no). Feel free to add other activities.

Liaison Activities	Aware of:		Benefitted from:	
	Yes	No	Yes	No
1. Operation of the Occupational Education Coordinator's Office.				
2. Coordination of vocational education efforts within the university.				
3. Organization of and meetings with the Occupational Education Coordinator on-campus advisory structure.				
4. Development of the annual University Plan for Vocational Education.				
5. Management and supervision of Faculty Development and Capacity Building activities on the campus.				
6. Monitoring mini-grants.				
7. Coordination of the State Board RFP process.				
8. Assistance to faculty in the development of proposals.				
9. Coordination of State Board funded projects on the campus.				
10. Dissemination of State Board products and materials.				
11. Sharing information regarding vocational education (e.g., newsletters, memos, personal communication).				
12. Other (please specify):				
13. Other (please specify):				

14. Do you think that the liaison activities listed above (numbers 1 - 13) have had impacts (as defined above) on your campus? (Check one.)

_____ Yes (If yes, complete letters a - c below.)
_____ No (If no, proceed to Section B.)
_____ Don't know (If don't know, proceed to Section B.)

a. Which liaison activity, in your opinion, has had the greatest impact(s)? (List the appropriate number 1 - 13.) __________

b. What do you think has (have) been the impact(s) of this activity? (Include all appropriate impacts.) __________

c. How do you think impacts from liaison activities could be increased? __________

Instructions: Following are two lists of activities: Faculty Development (Section B) and Capacity Building (Section C) which may have been provided as a part of the Occupational Education Coordinator (Liaison) Project on your campus. Please indicate (check yes or no) whether you have participated in these activities in the past three years. Feel free to ad other activities.

SECTION B: FACULTY DEVELOPMENT ACTIVITIES

Faculty Development Activities	Participated in:	
	Yes	No
1. Mini-grant for a faculty development effort (please specify):		
2. On-campus workshops or seminars		
3. Off-campus meetings or conferences		
4. Faculty retreat		
5. Updating through coursework		
6. Internship Program		
7. Externship Program		
8. Job Shadowing Program		
9. Visiting speakers/scholars Program		
10. Other (please specify):		
11. Other (please specify):		

12. Do you think that the faculty development activities listed above (numbers 1 - 11) hav had impacts (as defined on page one) on your campus? (Check one.)

_____ Yes (If yes, complete letters a - c below.)
_____ No (If no, proceed to Section C.)
_____ Don't know (If don't know, proceed to Section C.)

a. Which faculty development activity, in your opinion, has had the greatest impact(s)? (List the appropriate number 1 - 11.) _______________

b. What do you think has (have) been the impact(s) of this activity? (Include all appropriate impacts.) _______________

c. How do you think impacts from faculty development activities could be increased? _____

SECTION C: CAPACITY BUILDING ACTIVITIES

Capacity Building Activities	Participated in:	
	Yes	No
1. Mini-grant for a capacity building effort (please specify):		
2. Developing curricular materials (e.g., competency-based materials, instructional modules, etc.)		
3. Incorporating computer usage into coursework.		
4. Purchasing materials (e.g., computer software)		
5. Offering coursework jointly with another university		
6. Developing recruitment materials		
7. Developing/implementing course changes		
8. Conducting research efforts (e.g., needs assessments, surveys, etc.)		
9. Planning the delivery of regional vocational education services		
10. Other (please specify):		
11. Other (please specify):		

12. Do you think that the capacity building activities listed above (numbers 1 - 11) have had impacts (as defined on page one) on your campus? (Check one.)

_____ Yes (If yes, complete letters a - c below.)
_____ No (If no, proceed to Section D.)
_____ Don't know (If don't know, proceed to Section D.)

a. Which capacity building activity, in your opinion, has had the greatest impact(s)? (List the appropriate number 1 - 11.) ____________

b. What do you think has (have) been the impact(s) of this activity? (Include all appropriate impacts.) ____

____

c. How do you think impacts from capacity building activities could be increased? ______

____

SECTION D: UNIVERSITY COUNCIL (STATEWIDE)

Instructions: The following items refer to the "University Council" as that organization composed of representatives from each of the nine public universities that offer vocational personnel preparation programs. If you feel that you lack sufficient information to answer any items, reply with a "DK" (don't know).

1. To what degree do you think the University Council has performed the following functions in the past three years? (Circle one for each function.)

	Low 1	Medium 2	High 3	Don't Know DK
a. Representation: represents the role and function of the universities that prepare vocational education personnel.	1	2	3	DK
b. Coordination: coordinates efforts and resources to avoid program improvement duplication and to maximize resources for contracted vocational education activities.	1	2	3	DK
c. Communication: provides a communications conduit among the universities, appropriate state agencies, and LEAs.	1	2	3	DK
d. Advice and Assistance: provides an advisory group for programmatic concerns and assists in areas of mutual effort.	1	2	3	DK

2. What do you think have been the two most important accomplishments of the University Council in the past three years?

a. ____

b. ____

3. What do you think have been the impacts of those two accomplishments?

a. ____

b. ____

4. Do you think that these impacts justify the time and efforts of the individual University Council members? (Check one.) _____ Yes _____ No _____ Don't Know

5. Do you think that University Council members through the Occupational Education Coordinator (Liaison) Project on each campus carry out State Board initiatives such as supporting regional delivery, competency-based education, diffusion of new products, and education for technology employment? (Check one.) _____ Yes _____ No _____ Don't Know

6. What do you think the University Council should be accomplishing in the future? ______

____

____

7. Do you have recommendations for improving the University Council and the Occupational Education Coordinator (Liaison) Project: On campus? ____________________

____

Statewide? ____

____

8. Please feel free to provide any additional comments regarding any aspect of the Universit Council or the Occupational Education Coordinator (Liaison) Project. Insert page(s) if neede

____

____

Thank you for completing this impact survey!

Please fold, staple or tape, (postage is provided), and return to:

Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1103

Educational Operations Concepts, Inc.

1773 Skillman West Saint Paul, Minnesota 55113

FIRST CLASS MAIL

Please Fold along Dotted Line for Mailing.

UNIVERSITY COUNCIL IMPACT SURVEY

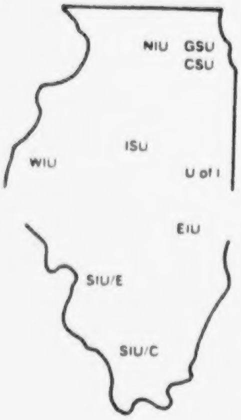
Please Fold Along Dotted Line for Mailing.

1773 Skillman West
Saint Paul, Minnesota 55113

TO: Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113

FIRST CLASS MAIL

OUR PICTURE OF THE IMPACT OF THE UNIVERSITY COUNCIL FOR VOCATIONAL EDUCATION IN ILLINOIS WILL NOT BE COMPLETE UNTIL WE HEAR FROM YOU!



You were sent a University Council Survey Form (buff color) recently. To date, we are missing your response. Please take a few minutes to complete the survey, even if you can only respond minimally. Thank you kindly.

Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1103

Exhibit J

Exhibit J

Campus Survey

Spring, 1985

UNIVERSITY COUNCIL FOR VOCATIONAL EDUCATION IN ILLINOIS
IMPACT SURVEY

Response
51/127 = 40.2%

For purposes of this survey, impact is defined as: *"the consequence(s) or effect(s) of funded vocational education research and development projects and programs"*. All possible impacts are too numerous to list; however, a few examples include: improved staff attitudes; increased enrollments; updated course content; improved teacher training: pre-service or in-service; new courses; updated staff; etc. Please utilize the above definition in completing this survey.

Instructions: Check the appropriate answer.

1. Are you aware of the Occupational Education Coordinator (Liaison) Project on your campus?

90% Yes (If yes, proceed to Section A.)
10% No (If no, please fold, staple, and return this survey.)

SECTION A: LIAISON ACTIVITIES

Instructions: Following is a list of some activities performed by the Occupational Education Coordinator (Liaison Person) on your campus as a part of his/her liaison function. In the first column indicate your awareness of each activity (check yes or no); in the second column indicate whether each activity has benefitted you in the past three years (check yes or no). Feel free to add other activities.

N=46 Percent*

Liaison Activities	Aware of:		Benefitted from:	
	Yes	No	Yes	No
1. Operation of the Occupational Education Coordinator's Office.	96	0	80	9
2. Coordination of vocational education efforts within the university.	96	2	72	13
3. Organization of and meetings with the Occupational Education Coordinator on-campus advisory structure.	83	15	57	13
4. Development of the annual University Plan for Vocational Education.	87	9	65	17
5. Management and supervision of Faculty Development and Capacity Building activities on the campus.	80	15	67	13
6. Monitoring mini-grants.	87	13	46	35
7. Coordination of the State Board RFP process.	83	15	48	35
8. Assistance to faculty in the development of proposals.	87	11	43	39
9. Coordination of State Board funded projects on the campus.	83	15	41	41
10. Dissemination of State Board products and materials.	85	11	65	17
11. Sharing information regarding vocational education (e.g., newsletters, memos, personal communication).	91	4	76	4
12. Other (please specify):				
13. Other (please specify):				

14. Do you think that the liaison activities listed above (numbers 1 - 13) have had impacts (as defined above) on your campus? (Check one.)

89% Yes (If yes, complete letters a - c below.)
2% No (If no, proceed to Section B.)
9% Don't know (If don't know, proceed to Section B.)

a. Which liaison activity, in your opinion, has had the greatest impact(s)? (List the appropriate number 1 - 13.) 1(6%); 2(12%); 3(3%); 4(12%); 5(23%); 6(11%)

b. What do you think has (have) been the impact(s) of this activity? (Include all appropriate impacts.) 7(5%); 8(5%); 9(8%); 10(3%); 11(12%)
See Summary.

c. How do you think impacts from liaison activities could be increased?
See Summary.

* 100% - total percent for each item = % non-response to that item.

Instructions: *Following are* *two* *lists of activities: Faculty Development (Section B) and Capacity Building (Section C) which may have been provided as a part of the Occupational Education Coordinator (Liaison) Project on your campus. Please indicate (check yes or no) whether you have participated in these activities in the past* *three* *years. Feel free to add other activities.*

SECTION B: FACULTY DEVELOPMENT ACTIVITIES N = 46

Faculty Development Activities	Percent Participated in:	
	Yes	No
1. Mini-grant for a faculty development effort (please specify):	54	37
2. On-campus workshops or seminars	76	24
3. Off-campus meetings or conferences	67	33
4. Faculty retreat	41	57
5. Updating through coursework	26	61
6. Internship Program	2	87
7. Externship Program	0	89
8. Job Shadowing Program	2	85
9. Visiting speakers/scholars Program	48	46
10. Other (please specify): Social Activities	2	
11. Other (please specify):		

12. Do you think that the faculty development activities listed above (numbers 1 - 11) have had impacts (as defined on page one) on your campus? (Check one.)

76% Yes (If yes, complete letters a - c below.)
4% No (If no, proceed to Section C.)
15% Don't know (If don't know, proceed to Section C.)

a. Which faculty development activity, in your opinion, has had the greatest impact(s)? (List the appropriate number 1 - 11.) 1(27%); 2(19%); 3(32%); 4(3%); 6(3%)

b. What do you think has (have) been the impact(s) of this activity? (Include all appropriate impacts.) 8(8%); 9(8%)
See Summary.

c. How do you think impacts from faculty development activities could be increased?
See Summary.

SECTION C: CAPACITY BUILDING ACTIVITIES N = 46

Capacity Building Activities	Percent Participated in:	
	Yes	No
1. Mini-grant for a capacity building effort (please specify):	22	73
2. Developing curricular materials (e.g., competency-based materials, instructional modules, etc.)	46	45
3. Incorporating computer usage into coursework.	39	52
4. Purchasing materials (e.g., computer software)	26	66
5. Offering coursework jointly with another university	4	84
6. Developing recruitment materials	28	57
7. Developing/implementing course changes	30	52
8. Conducting research efforts (e.g., needs assessments, surveys, etc.)	30	64
9. Planning the delivery of regional vocational education services	22	73
10. Other (please specify): Organize local directors' association	2	
11. Other (please specify):		

12. Do you think that the capacity building activities listed above (numbers 1 - 11) have had impacts (as defined on page one) on your campus? (Check one.)

63% Yes (If yes, complete letters a - c below.)
13% No (If no, proceed to Section D.)
22% Don't know (If don't know, proceed to Section D.)

a. Which capacity building activity, in your opinion, has had the greatest impact(s)? (List the appropriate number 1 - 11.) 1(21%); 2(21%); 3(15%); 4(12%); 6(6%)

b. What do you think has (have) been the impact(s) of this activity? (Include all appropriate impacts.) 7(6%); 8(12%); 9(6%)
See Summary.

c. How do you think impacts from capacity building activities could be increased?
See Summary.

SECTION D: UNIVERSITY COUNCIL (STATEWIDE)

Instructions: The following items refer to the "University Council" as that organization composed of representatives from each of the nine public universities that offer vocational personnel preparation programs. If you feel that you lack sufficient information to answer any items, reply with a "DK" (don't know).

1. To what degree do you think the University Council has performed the following functions in the past three years? (Circle one for each function.)

N = 46

Mean: a(2.6); b(2.4); c(2.3); d(2.2)

	Low 1	Medium 2	High 3	Don't Know DK	NR
a. Representation: represents the role and function of the universities that prepare vocational education personnel.	4% 1	22% 2	39% 3	33% DK	2%
b. Coordination: coordinates efforts and resources to avoid program improvement duplication and to maximize resources for contracted vocational education activities.	7% 1	26% 2	30% 3	35% DK	2%
c. Communication: provides a communications conduit among the universities, appropriate state agencies, and LEAs.	11% 1	28% 2	33% 3	26% DK	2%
d. Advice and Assistance: provides an advisory group for programmatic concerns and assists in areas of mutual effort.	7% 1	35% 2	20% 3	37% DK	2%

2. What do you think have been the two most important accomplishments of the University Council in the past three years?
a. See Summary.
b. See Summary.

3. What do you think have been the impacts of those two accomplishments?
a. See Summary.
b. See Summary.

4. Do you think that these impacts justify the time and efforts of the individual University Council members? (Check one.) 39% Yes 7% No 30% Don't Know NR = 24%

5. Do you think that University Council members through the Occupational Education Coordinator (Liaison) Project on each campus carry out State Board initiatives such as supporting regional delivery, competency-based education, diffusion of new products, and education for technology employment? (Check one.) 54% Yes 7% No 15% Don't Know NR = 24%

6. What do you think the University Council should be accomplishing in the future?
See Summary.

7. Do you have recommendations for improving the University Council and the Occupational Education Coordinator (Liaison) Project: On campus?
See Summary.
Statewide? See Summary.

8. *Please feel free to provide any additional comments regarding any aspect of the University Council or the Occupational Education Coordinator (Liaison) Project. Insert page(s) if needed.*
See Summary.

Thank you for completing this impact survey!

Please fold, staple or tape, (postage is provided), and return to:
Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1103

Campus Impact Survey

N = 51

Consolidated and Ranked Opened-Ended Responses

Section A

14b. *What do you think has (have) been the impact(s) of this activity? (liaison)*

. Keeping vocational teachers current regarding vocational education in the state, with better understandings/updating. (13)

. Increased faculty inservice, research, and productivity. (5)

. Faculty unity/articulation. (3)

. Greater awareness of and commitment to vocational education on the campus. (3)

. Association with DAVTE.

. Willingness to share/work for joint goals.

. Improved services to students.

. Opportunity for faculty to participate in research projects.

. Improved faculty morale.

. Improved instructional materials.

. Better funding for certain programs in low economic times.

. Increased prestige for the University.

. Coordinated activities within the University.

. Cooperation of faculty when applying for funding.

14c. *How do you think impacts from liaison activities could be increased?*

. Better dissemination about services available and about State Board products (perhaps a state newsletter). (3)

. Better communication between liaison person and teacher educators in all vocational disciplines (including circulation of liaison meeting minutes). (2)

. Better leadership (full-time). (2)

. More direct involvement in RFP process and in faculty development efforts. (2)

. Excellent now/great job.

. More state funding (with more clout).

- More direct impact from State Board with higher administrative people, and to include occupational education in school reform/renewal efforts.

- Invite selected faculty, on a rotating basis, to attend liaison meetings.

- Implement advisory committee, including regional emphasis.

- Fund more in-service education courses for high school teachers.

Section B

12b. *What do you think has (have) been the impact(s) of this activity? (faculty development)*

- Updating in computers and other emerging technologies; providing needed skills and knowledge. (13)

- Bringing new ideas to prevent stagnation; faculty development. (5)

- Effecting course revisions and updates. (4)

- Getting to know faculty across the campus; and as a result more understanding of vocational education. (2)

- Solve program problems.

12c. *How do you think impacts from faculty development activities could be increased?*

- More funding; increase mini-grant opportunities. (10)

- Provide more information; publicize. (5)

- Greater faculty participation in planning. (3)

- More follow-up/monitoring by the State Agency to demand results. (2)

- Increase emphasis on keeping current.

- Offer varying levels of workshops.

Section C

12b. *What do you think has (have) been the impact(s) of this activity? (capacity building)*

- Increased awareness and knowledge of program area. (5)

- Some increase in usage of materials and introduction to current materials. (3)

- Curriculum development; helped keep program current. (3)

- Greater student knowledge and faculty/student involvement in common goals. (2)

- Increased student enrollment. (2)
- Developed learning guides.
- Cooperation across departments.
- Helpful in formation of an office for special needs students.

12c. How do you think impacts from capacity building activities could be increased?

- More funds and more use of existing possibilities. (3)
- More people involved.
- More emphasis on computer literacy.

Section D

2a & 2b. What do you think have been the two most important accomplishments of the past three years?

- Encouragement for founding IVTEA and teacher educators conference. (9)
- Inter-university communication/cooperation/coordination and a forum for vocational education. (9)
- Updated staff (i.e., computers). (4)
- None/don't know. (4)
- Assistance with development of research priorities. (3)
- Funding for staff development. (2)
- Representation, a voice for vocational education. (2)
- Curricular efforts.
- Position paper.
- Increased staff involvement in staff/national activities.
- Mini-grants.
- Externship program.
- Economics and Education Conference.
- Reduce duplication.
- Developed all-university plan.
- Intra-school direction.
- Recruitment has increased.
- Contacts with ISBE.

3a & 3b. *What do you think have been the impacts of those two accomplishments?*

- More people talking together/communicating. (5)
- Cooperation across University departments. (3)
- Better research activities. (2)
- Faculty use of computers. (2)
- Workshops/seminars/conferences. (2)
- Broader involvement of faculty. (2)
- Better informed faculty. (2)
- Dissemination of information. (2)
- Positive impact on projects funded
- Faculty can apply for funds.
- Raised question of vocational education involvement (or lack thereof)in education reform.
- More/better students.
- Mutual problem solving.
- Outreach to community.
- Don't know.
- New organization and conference.
- Vocational education has a voice.
- Increased quality of education.
- Broadened teacher-educator awareness of contemporary work setting.

6. *What do you think the University Council should be accomplishing in the future?*

- Continue with present activities; develop more staff development in region; continue the development of coordination/communication function.(6)
- Ensure services reach intended populations/carry out State Board initiatives. (3)
- Keep faculty up to date. (2)
- React to local needs/regional delivery. (2)
- Disband.
- Reassess regularly.

. Closer ties with unique goals of each University.

. Linking resources on campus, among campuses, and with real world.

. Recruit students.

. Work more independently of DAVTE.

. Provide communicated feedback to State Agency.

. Increase vocational education awareness at Board of Higher Education.

7. *Do you have recommendations for improving the University Council?*

Statewide:

. Funding/support services could help.

. Facilitate more business-campus coordination.

. Funding should be proportionate with the amount of vocational education on each campus.

. Require individual faculty reporting on use of professional development funds/mini-grants.

. Better communication.

. Get support from sources beyond DAVTE.

On Campus:

. Disband

. Develop and use an advisory/steering committee.

. Use funds for faculty development, not for department chair.

. Have liaison office report directly, rather than through Dean. Ensure that liaison officer is assigned by president as originally planned.

. Follow-up on performance.

. Ensure that each Council Member does the job.

. Solicit regular feedback.

Impact Survey
(Campus)
N=51

Sect.A.
#14.b. *What do you think has (have) been the impact(s) of this activity?*

- Keeping vocational teacher educator abreast of statewide thrusts and national activities.
- Providing teachers with current and important information regarding vocational information in the state.
- Improved professional capacity by faculty and awareness of and support for voc. ed.
- Opportunity for faculty to participate in research projects.
- Willingness to share information and work for joint goals.
- Professional development due to high-cost conference funding.
- More awareness of the activities in vocational education.
- Better understanding and relationships within vocational, technical and adult ed.
- Allowed funds to be used for faculty development.
- Development of professional writing by individual faculty, improved research and productivity of faculty, increased inservice activities by faculty.
- Faculty unity and articulation.
- Public awareness, increased activities involving occupational teachers.
- Projects shared with other faculty have helped guide them into new ways of doing things.
- Encouragement for faculty development.
- Vastly improved faculty in areas such as computers.
- Increased staff involvement in state and national activites which in turn allow staff members to be more effective teachers and researchers.
- To help faculty update themselves and their instruction, very important and most significant.
- Assisted many faculty.
- Faculty development projects.
- Provided professor money for many useful activities.
- Updated faculty and close association with DAVTE.
- Efforts to build greater awareness of and commitment to voc. ed. on the campus has been minimally successful.
- Voc. ed. is all over the campus, helps us be aware of other efforts.
- Knowledge of what is happening with state and local levels plus what other service areas are doing.
- Improve faculty morale, update faculty competencies, strengthen weak program areas and encourage personal and professional improvement.
- Development of improved instructional materials for courses.
- Better funding in low economic times of some special activities such as in home economics.
- Improved liaisons with other schools and vocational education personnel.
- Strengthen vocational education on this campus.
- Allows other services to follow.
- Increased prestige for University.
- Responsible for coordinating important activities within the University.
- Real benefit for faculty course development and exploration.
- Improved services to special needs students.
- It has caused university staff to pull-together proposals from every

vocational discipline. It seems to give the university a better opportunity to obtain funds for research and faculty development.

#14.c. *How do you think impacts from liaison activities could be increased?*

- Better dissemination of information about services availible for teachers and teacher trainers.
- More direct involvement in RFP process and in various faculty development efforts.
- Utilization of people whose sole responsibility is this activity.
- Given the money involved-service is excellent.
- More state funding.
- Regional vocational advisory council to assist University and DAVTE.
- More direct impact from DAVTE with higher administration people.
- More money, therefore more clout.
- Great job on part of coordinator.
- A state newsletter or other publication.
- Circulate minutes of liason meetings; invite selected faculty, on a rotating basis, to attend liason meetings.
- Implement advisory committee, monitor mini-grants and assist faculty with proposals.
- Regularly published newsletter.
- Fund in-service education courses for high school teachers who need more professional preparation in health career education.
- More work with upper administration and ISBE/DAVTE to include occupational education in school reform/renewal efforts.
- Coordinator is doing a good job.
- Better communication between liaison person and teacher educators in all vocational disciplines.
- Better dissemination of State Board materials/products.

B.#12.b. *What do you think has (have) been the impact(s) of this activity?*

- Updating in emerging technologies.
- A largely computer literate faculty.
- Bring in new ideas to prevent stagnation.
- Getting to know faculty across campus.
- Technology update.
- Maintain technical currency.
- Provide skills and knowledge in areas of needed change.
- Keeping up-to-date in specialty.
- Course revisions and update.
- Specific update of faculty.
- An opportunity to gain new information.
- Awareness of what is happening in voc. ed., update materials and ideas.
- Faculty have opportunity to work on specific problems related to own situations.
- Assisted members of staff attend national conference.
- Help faculty keep current and improve development skills.
- Staff development.
- Improving several programs.
- Better faculty education and updating.
- Course improvement and updating.
- Greater understanding of vocational education on part of faculty.
- Keeps faculty up-to-date.
- Faculty development.
- Personal and professional growth.
- Solve program problems.

- Limited due to lack of information about types of funds availible.

#12.c. *How do you think impacts from faculty development activities could be increased?*

- Greater faculty participation in planning faculty development.
- More information concerning off campus workshops and out-of-state travel.
- More funding.
- Increase funding especially for low achievers.
- PR regarding existence of activites.
- Encouraging faculty members specifically.
- More support of workshops and conferences.
- Increased emphasis through sabbaticals of remaining current.
- Have mini-grants availible for all faculty; use grants to foster faculty writing, research and inservice activities.
- Additional workshops with beginning, intermediate and advanced levels.
- More dollars.
- Monitor more closely.
- More money, more publicity.
- More staff at regional and national meetings.
- More financial support.
- Continue existing practice.
- Close follow-up by Sate Agency to demand results.
- More activities and more appropriate people aware and involved.
- More funds.
- More funding.
- Like to be informed of the activities.

Sect.C
#12.b. *What do you think has (have) been the impact(s) of this activity?*

- Some increase in usage of materials.
- Developed learning guides, use learning guides with 150 students.
- Increased awareness and knowledge of softvare and hardware.
- Greater student knowledge.
- Provides materials for Teacher use and an approach for professional writing.
- Faculty/student involvement in common goals.
- Pos.(itive).
- Again, cooperation across departments.
- Increases knowledge.
- Increase student enrollment; Expose staff to needs of students and schools.
- Research into math and science skills needed in vocational areas and center for Economic Education.
- Provide faculty with access to the latest materials that support their discipline e.g. HORIZONS.
- Introduced me to computer use.
- Increased number of students.
- Curriculum development.
- Knowledge of vocational education needs.
- Helped keep program current.
- Experimentation.
- Helpful in the formation of an office for special needs students.

#12.c. *How do you think impacts from capacity building activities could be increased?*

- More funds.
- Provide more mini-grants - so - each and all faculty can

participate.
- More emphasis needs to be placed on computer literacy over the next few years.- No addition.
- Probably more use of existing possibilities.
- Don't know.
- Perhaps, but probably not significantly in my case.
- More people brought together and involved.

Sect.D.

#2.a. *What do you think have been the two most important accomplishments of the University Council in the past two years?*
- Position paper delivered in Washington.
- Representation - a voice for vo-ed.
- Increased staff involvement in state and national activities.
- Most faculty can now use computers.
- Encouragement for founding IVTEA.
- None.
- Inter school communications.
- Cross University cooperation.
- Delay use of Professional Development funds.
- Mini grants.
- Externship Program.
- Provided a forum for Univ. Vo. Ed. liason members.
- Professional development.
- Representation.
- Assist with development of reasearch priorities. Responsible for starting the new Teacher Education organization.
- They attempt to maximize resources and avoid duplication.
- Not familiar with the total role of the Univ. Council as I see only the activity in my immediate work relationship.
- Don't know.
- Don't know.
- Conference on Economics and Education.
- RFP recommendations for funding.
- Development of All University Plan.
- Forming the Illinois Voc. Teacher's Education Association.
- Representation of operation parameters of higher education to the State Agency.
- Teacher educators conference.
- Initiation of a professional association.
- Promoting vocational research studies.

#2.b. *What do you think have been the two most important accomplishments of the University Council in the past two years?*
- Est. of Teacher Eductation Organization.
- Coordination.
- Sharing information regarding vocational education.
- Recruitment activities have been increased.
- Intra school direction.
- Contact with ISBE.
- Work shops.
- Liaisons work with other Universities and agencies.
- Off campus workshop and planning session.
- Micro-computers for Instructors.
- Arranged recent two day workshop at Holiday Inn-South.
- Curricular efforts.
- Communication.
- Promote staff development.
- Annual Voc. Ed. Conference-Statewide.
- Communication among universities.
- Obtaining funds for faculty development.

#3.a. *What do you think have been the impacts of those two accomplishments?*

- Recognition of Ill. coordination of Universities.
- Better research activities at the university level.
- Faculty use computers with students.
- Dissemination of info.
- Workshops and seminars.
- More people talking to each other.
- Reduce effectiveness of funds.
- Broader involvement of faculty.
- Pos. impact on quality of projects funded.
- Cooperation across department.
- Broadened teacher-educator awareness of contemporary work setting.
- Increased quality of education.
- We at least have a voice.
- A new professional organization with a valuable annual meeting/ conference.
- Do not know.
- I see a definite outreach activity that involves the community.
- Better informed voice with State and other organizations.
- Don't know.
- Conference on Instructional Development.
- Communication among University Vo. Ed. people.
- We at least have a voice and there is a dialog among university personnel and between Universities.
- Helps keep faculty better informed.
- Focused on exclusion of occupational education from reform activities.
- Better communication and sharing.
- Some interesting research is being funded.

#3.b. *What do you think have been the impacts of those two accomplishments?*

- Mutual problem solving.
- Expending resources for unproved returns.
- Insevice/information disemmination to staff.
- More and better students in voc. ed. program.
- Encouragement of networking.
- Cash support for faculty development.
- Better communications.
- Developing and getting to know other faculty.
- Enhanced computer literacy among faculty members.
- Raised the question of Voc. Ed. involvement in Ed. Reform (or lack of involvement).
- Faculty can apply for development funds.

#6. *What do you think the University Council should be accomplishing in the future?*

- Continue with present activities - develop more staff development in their region.
- Given staff assistance and support in greater measure; this Council can contine (and expand) efforts in current directions.
- More of what it has been doing and more to coordinate industry-University cooperation on training programs.
- Disband.
- Carry out State Board initiatives.
- Reacting to local needs rather than creating goals and objectives.
- More of same.
- Closer ties with the unique goals of each University.
- No comment.
- Ensuring problems are addressed in a non-political manner. Ensuring

that services reach the intended populations.

- Linking University resources with each other on campus, among other campuses, with LEA's and with real world.
- Recruitment of students for Voc. ed. programs - w/o students we won't need a University Council!
- Continue current activities.
- Working more independently from DAVTE to facilitate the development research, policy and professional development programs to enhance education for work in Illinois.
- See comments on separate page.
- Don't know.
- Continue to develop the coordination and communication function as technology, and teaching for technology, grows rapidly.
- Renewal of staff; information dissemination.
- Assisting in regional delivery-coordinating resources concerning voc. ed.
- Provides communicated feedback to the State Agency.
- More involvement in carrying out State Board initiatives.
- Increase awareness of occuaptional education with leadership at BHE.
- Make regular assessments and adjust goals.
- Keep us (faculty) up-to-date on what is happening.

#7. *Do you have recommendations for improving the University Council and the Occupational Education Coordinator (Liaison) Project (on campus? . . .statewide?)*

- No.
- As always-funding and support services could help.
  St)Probably the same above.
- Currently doing an excellent job. Might facilitate more business-campus coordination in training,
  st) Closer ties with DCCA and other state agencies which interface with business.
- Disband.
- No.
  st) No.
- st) Funding should be proportionate to the amount of Voc. Ed. on each campus.
- Should require reporting by individual faculty of use of professional development funds and mini-grants.
  st) Ditto.
- No.
  st) No.
- Better communications.
  st) Same.
- No
  st) No.
- Am satisfied with the office as is.
  st) No.
- No.
- Develop and use an advisory/ steering council; Use funds to facilitate faculty and program development rather than to provide admin. assistance to the Dept. Chair.
  st) Get support for voc. ed. from the DCCA; private sector organiz.; Ill. Dept. of Labor; Other departments of the ISBE; and the Ill. Board of Higher Education.
- Have liason office report directly rather than through the Dean.
- Ensure that the liason representative is assigned/designated by the president of the institution, the way it was originally planned.
  st) Same as #6 above.
- Not at this time.
  st) Don't know.

- Solicit regular feedback.
- Follow-up on performance.
- Involve campus people in ongoing projects.

#8. *Please feel free to provide any additional comments.*

- Our Univ. has Fac. Dev. grants- not associated with Voc. Ed. or Occ. Ed Coordinator-the Fac. Dev. activities mentioned are done by the Fac. Dev. office.
- Ensure that each council member does the job.

Exhibit K

Phone: (612)633-1103

Educational Operations Concepts, Inc.

1773 Skillman West
Saint Paul, Minnesota 55113

April 19, 1985

Dear Illinois Educational Leader,

The Department of Adult, Vocational and Technical Education, Illinois State Board of Education has undertaken a study to assess the impact of the University Council for Vocational Education in Illinois. To assist with this effort, the State Board has engaged the services of an independent third-party evaluator, Educational Operations Concepts, Inc. (EOC). The enclosed Impact Survey represents one of the major assessment efforts.

Since 1969, the University Council for Vocational Education in Illinois has functioned continuously in a collaborative capacity with the Illinois State Board of Education's Department of Adult, Vocational and Technical Education. Membership consists of one Vocational (Occupational) Education Coordinator appointed by the president of each of the nine public universities in Illinois that offer vocational personnel preparation programs. (In the past, the Council has been titled the University Liaison Council and its members Liaison Persons.) The universities holding membership on the Council are:

- Chicago State University
- Eastern Illinois University
- Governors State University
- Illinois State University
- Northern Illinois University
- Southern Illinois University-Carbondale
- Southern Illinois University-Edwardsville
- University of Illinois-Champaign
- Western Illinois University

Your assistance is vital to an accurate assessment of the impact of the University Council for Vocational Education for you are able to speak to the Council and its activities from a statewide perspective. Please take time to complete this survey and return it to EOC within a week. Directions are included on the instrument for its return, and postage is provided. Individual responses are confidential and survey findings will be reported only in the aggregate.

Thank you in advance for your assistance. If you have any questions please feel free to call me or Eileen McCormick at (612) 633-1103.

Sincerely,

Fred C. McCormick

Fred C. McCormick, Ph.D.
Project Director

Spring, 1985

UNIVERSITY COUNCIL FOR VOCATIONAL EDUCATION IN ILLINOIS
IMPACT SURVEY

For purposes of this survey, impact is defined as: *"the consequence(s) or effect(s) of funded vocational education research and development projects and programs"*. All possible impacts are too numerous to list; however, a few examples include: improved teacher training: pre-service or in-service; strengthened vocational education legislation; updated staff; improved education for employment; strengthened linkages between the University Council and other agencies; etc. Please utilize the above definition in completing this survey.

SECTION A: UNIVERSITY COUNCIL MISSION AND FUNCTIONS

Instructions: Complete the following as indicated. If you feel that you lack sufficient information to answer any items, reply with a "DK" (don't know).

1. Describe how you relate to the University Council for Vocational Education in order to define your orientation regarding its activities. (e.g., I attend all Council meetings; I attend Council meetings occasionally; I work with individual Council members; I hear about the Council, etc.)

2. Describe briefly what you perceive to be the mission statement of the University Council at the present time.

3. What do you think the mission statement of the University Council should be, if different from above:

4. To what degree do you think the University Council has performed the following (self-defined) functions in the past three years? (Circle one for each function.)

	Low 1	Medium 2	High 3	Don't Know DK
a. Representation: represents the role and function of the nine universities that prepare vocational education personnel.	1	2	3	DK
b. Coordination: coordinates efforts and resources to avoid program improvement duplication and to maximize resources for contracted vocational education activities.	1	2	3	DK
c. Communication: provides a communications conduit among the universities, appropriate state agencies and LEAs.	1	2	3	DK
d. Advice and Assistance: provides an advisory group for programmatic concerns and assists in areas of mutual effort.	1	2	3	DK
e. On-Campus Coordination: coordinates faculty development and institutional capacity building activities to strengthen vocational education research and personnel preparation programs.	1	2	3	DK

5. What do you think have been the two most important accomplishments of the University Council in the past three years?

a.

b.

6. What do you think have been the impacts of those two accomplishments?

a.

b.

SECTION B: UNIVERSITY COUNCIL ACTIVITIES

nstructions: Following is a list of some activities performed by the University Council i he past 3 years. First indicate your awareness of each activity (check yes or no); second ndicate whether each activity has benefitted you or your agency (check yes or no); finally ndicate whether you think the University Council should be involved in each activity (chec es/no/don't know). Feel free to add other activities of which you are aware or in which you think the Council should be involved.

University Council Statewide Activities:	Aware of:		Benefitted from:		Council Should be Involved in:		
	Yes	No	Yes	No	Yes	No	Don't Know
1. Participating in state and federal legislative hearings.							
2. Preparing position papers on legislative reauthorization.							
3. Sponsoring a conference for Vocational Teacher Educators.							
4. Founding the Illinois Vocational Teacher Education Association.							
5. Monitoring pre-service and in-service teacher education directions.							
6. Monitoring Document One revisions.							
7. Cooperating with IVA and CoVE (SACVE) in staff development plans.							
8. Developing relationships with regional vocational delivery systems.							
9. Coordinating statewide vocational education personnel requirements (i.e., resolving excesses/shortages of personnel in occupational areas).							
10. Establishing linkages with other (non-Council member) agencies.							
11. Defining the role of teacher education institutions in education for technology employment.							
12. Other (please specify):							
13. Other (please specify):							
14. Other (please specify):							

15. Do you think that the activities listed above (numbers 1 - 14) have had impacts (as defined on page one) statewide? (Check one.)

_____ Yes (If yes, complete letters a - e below.)
_____ No (If no, proceed to Section C.)
_____ Don't know (If don't know, proceed to Section C.)

a. Which activities in your opinion, have had impacts? (List all appropriate numbers 1 - 14.) ____________________

b. What do you think have been the impacts of these activities? (Include all appropriate impacts.) ____________________
____
____

c. Do you think that these impacts justify the time and efforts of the individual University Council members? (Check one.)
______ Yes ______ No ______ Don't Know

d. Do you think that these impacts justify the time and efforts of State Board personnel? (Check one.)
______ Yes ______ No ______ Don't Know

e. How do you think impacts from these activities could be increased? ______________________
____
____

SECTION C: UNIVERSITY COUNCIL DIRECTIONS

Instructions: Complete the following.

1. What do you perceive to be the strengths of the University Council for Vocational Education? ______________________
____
____

2. What do you perceive to be the weaknesses of the University Council for Vocational Education? ______________________
____
____

3. What do you think are the potential long-term impacts of the University Council for Vocational Education? ______________________
____

4. Has the State Board provided adequate direction to the University Council for Vocational Education? (Check one.)
_____ Yes _____ No _____ Don't Know
Please explain your response: ______________________
____

5. Do you think that University Council members through the Occupational Education Coordinator (Liaison) Project on each campus carry out the State Board initiatives such as supporting regional delivery, competency-based education, diffusion of new products, and education for technology employment? (Check one.)
_____ Yes _____ No _____ Don't Know

6. What recommendations do you have for improving the University Council for Vocational Education statewide? ______________________
____
____
____

7. What recommendations do you have for improving the University Council for Vocational Education as it operates on each campus? ______________________
____
____
____

8. Please feel free to provide any additional comments regarding any aspect of the University Council for Vocational Education as it operates statewide or on each campus. Insert page(s) if needed. ______________________
____
____

Thank you for completing this impact survey!

Please fold, staple or tape, (postage is provided) and return to:

Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1103

Educational Operations Concepts, Inc.

1773 Skillman West
Saint Paul, Minnesota 55113

FIRST CLASS MAIL

Please Fold along Dotted Line for Mailing.

UNIVERSITY COUNCIL IMPACT SURVEY

Please Fold Along Dotted Line for Mailing.

1773 Skillman West
Saint Paul, Minnesota 55113

TO: Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113

FIRST CLASS MAIL

Exhibit L

Statewide Education Leaders Survey

Spring, 1985

UNIVERSITY COUNCIL FOR VOCATIONAL EDUCATION IN ILLINOIS
IMPACT SURVEY

Response
87/148 = 58.8

For purposes of this survey, impact is defined as: *"the consequence(s) or effect(s) of funded vocational education research and development projects and programs"*. All possible impacts are too numerous to list; however, a few examples include: improved teacher training: pre-service or in-service; strengthened vocational education legislation; updated staff; improved education for employment; strengthened linkages between the University Council and other agencies; etc. Please utilize the above definition in completing this survey. Of 87 respondents: 11% lacked sufficient knowledge to respond
89% usable responses

SECTION A: UNIVERSITY COUNCIL MISSION AND FUNCTIONS

Instructions: Complete the following as indicated. If you feel that you lack sufficient information to answer any items, reply with a "DK" (don't know).

1. Describe how you relate to the University Council for Vocational Education in order to define your orientation regarding its activities. (e.g., I attend all Council meetings; I attend Council meetings occasionally; I work with individual Council members; I hear about the Council, etc.)
See Summary.

2. Describe briefly what you perceive to be the mission statement of the University Council at the present time.
See Summary.

3. What do you think the mission statement of the University Council should be, if different from above:
See Summary.

4. To what degree do you think the University Council has performed the following (self-defined) functions in the past three years? (Circle one for each function.)

(N=77) percent

Mean: a(2.4); b(1.9); c(2.1); d(2.2); e (1.9)

	Low 1	Medium 2	High 3	Don't Know DK	NR
a. Representation: represents the role and function of the nine universities that prepare vocational education personnel.	1% 1	42% 2	34% 3	17% DK	6%
b. Coordination: coordinates efforts and resources to avoid program improvement duplication and to maximize resources for contracted vocational education activities.	23% 1	48% 2	12% 3	13% DK	4%
c. Communication: provides a communications conduit among the universities, appropriate state agencies and LEAs.	22% 1	36% 2	27% 3	12% DK	3%
d. Advice and Assistance: provides an advisory group for programmatic concerns and assists in areas of mutual effort.	14% 1	40% 2	27% 3	16% DK	3%
e. On-Campus Coordination: coordinates faculty development and institutional capacity building activities to strengthen vocational education research and personnel preparation programs.	22% 1	30% 2	13% 3	34% DK	1%

5. What do you think have been the two most important accomplishments of the University Council in the past three years?
a. See Summary.
b. See Summary.

6. What do you think have been the impacts of those two accomplishments?
a. See Summary.
b. See Summary.

SECTION B: UNIVERSITY COUNCIL ACTIVITIES

Instructions: Following is a list of some activities performed by the University Council in the past 3 years. First indicate your awareness of each activity (check yes or no); second indicate whether each activity has benefitted you or your agency (check yes or no); finally indicate whether you think the University Council should be involved in each activity (check yes/no/don't know). Feel free to add other activities of which you are aware or in which you think the Council should be involved.

N = 77

Percent*

University Council Statewide Activities:	Aware of:		Benefitted from:		Council Should be Involved in:		
	Yes	No	Yes	No	Yes	No	Don't Know
1. Participating in state and federal legislative hearings.	74	17	48	21	77	4	8
2. Preparing position papers on legislative reauthorization.	66	22	38	26	77	0	9
3. Sponsoring a conference for Vocational Teacher Educators.	79	10	61	17	77	5	8
4. Founding the Illinois Vocational Teacher Education Association.	70	18	44	26	60	10	18
5. Monitoring pre-service and in-service teacher education directions.	56	35	40	30	77	3	9
6. Monitoring Document One revisions.	42	45	21	36	60	8	17
7. Cooperating with IVA and CoVE (SACVE) in staff development plans.	60	30	38	29	78	3	9
8. Developing relationships with regional vocational delivery systems.	44	44	21	38	61	10	13
9. Coordinating statewide vocational education personnel requirements (i.e., resolving excesses/shortages of personnel in occupational areas).	42	47	25	35	71	5	6
10. Establishing linkages with other (non-Council member) agencies.	36	52	30	36	68	9	13
11. Defining the role of teacher education institutions in education for technology employment.	44	44	30	34	71	5	6
12. Other (please specify): for others please see separate page							
13. Other (please specify):							
14. Other (please specify):							

15. Do you think that the activities listed above (numbers 1 - 14) have had impacts (as defined on page one) statewide? (Check one.)

52% Yes (If yes, complete letters a - e below.) NR = 5%
18% No (If no, proceed to Section C.)
25% Don't know (If don't know, proceed to Section C.)

a. Which activities in your opinion, have had impacts? (List all appropriate numbers 1 - 14.) 1(15%); 2(10%); 3(19%); 4(15%); 5(6%); 6(3%); 7(8%); 8(4%)

b. What do you think have been the impacts of these activities? (Include all appropriate impacts.)
9(8%); 10(5%); 11(4%); 12(1%) Input to State Priorities, IVA Workshops and
See Summary. Seminars

* 100% - total percent for each item = % non-response to that item.

Additional University Council Statewide Activities:

- . Support Inservice System (presently not involved, should be);
- . Joint Student Teacher seminars for all occupational areas (presently not involved, should be);
- . Input on state priorities (aware of: yes);
- . Coordinate with Community Colleges (aware of: yes);
- . Requiring new knowledge and skills of vocational education (not presently involved, should be);
- . Coordinate all activities (aware of: yes);
- . Communicate with non-vocational education departments of universities (presently not involved, should be);
- . IVA seminars and workshops (aware of: yes).

c. Do you think that these impacts justify the time and efforts of the individual University Council members? (Check one.)
33% Yes 10% No 10% Don't Know 47% No impact (page 2) or no response

d. Do you think that these impacts justify the time and efforts of State Board personnel? (Check one.)
36% Yes 8% No 8% Don't Know 48% No impact (page 2) or no response

e. How do you think impacts from these activities could be increased?
See Summary.

SECTION C: UNIVERSITY COUNCIL DIRECTIONS

Instructions: *Complete the following.*

1. What do you perceive to be the strengths of the University Council for Vocational Education? See Summary.

2. What do you perceive to be the weaknesses of the University Council for Vocational Education? See Summary.

3. What do you think are the potential long-term impacts of the University Council for Vocational Education? See Summary.

4. Has the State Board provided adequate direction to the University Council for Vocational Education? (Check one.)
29% Yes 13% No 52% Don't Know NR = 6%
Please explain your response:
See Summary

5. Do you think that University Council members through the Occupational Education Coordinator (Liaison) Project on each campus carry out the State Board initiatives such as supporting regional delivery, competency-based education, diffusion of new products, and education for technology employment? (Check one.)
31% Yes 26% No 35% Don't Know NR = 8%

6. What recommendations do you have for improving the University Council for Vocational Education statewide?
See Summary.

7. What recommendations do you have for improving the University Council for Vocational Education as it operates on each campus?
See Summary.

8. Please feel free to provide any additional comments regarding any aspect of the University Council for Vocational Education as it operates statewide or on each campus. Insert page(s) if needed.
See Summary.

Thank you for completing this impact survey!

Please fold, staple or tape, (postage is provided) and return to:

Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1103

Statewide Education Leaders
Impact Survey
N = 87

Consolidated and Ranked Open-ended Responses

Section A

1. *Describe how you relate to the University Council.*

   - Hear about Council/read minutes. (25)
   - Attend meetings occasionally. (17)
   - Work with individual council members. (14)
   - No knowledge/no response. (12)
   - Former member. (7)
   - Attend most Council meetings. (7)
   - Former manager of R & D section/former state staff. (2)
   - Member of local advisory committee.
   - Attend Council activities.
   - Little knowledge.

2. *Describe briefly what you perceive to be the mission statement of the University Council at the present time.*

   - University advisory to DAVTE, liaison with teacher training programs, and linkages to other agencies and within universities. (19)
   - Improve vocational teacher preparation in Illinois. (14)
   - Coordinate professional development of university staff and foster vocational education. (12)
   - Don't know/has none. (10)
   - To serve as unifying group for vocational education and for interinstitutional communications. (7)
   - Coordinate/articulate efforts and determine role in high tech vocational education. (6)
   - Political involvement to protect turf. (3)
   - To jointly decide what should be offered to vocational educators of the future. (2)
   - To act as decision-making body on issues pertinent to schools involved.

- To disseminate information to other groups/schools.

- To provide a forum for vocational education in Illinois.

3. *What do you think the mission statement of the University Council should be?*

- Work to provide quality preservice/inservice programs; be more accountable for pre- and inservice efforts, including a state master plan for inservice, research and other activities to drive vocational education reform. (8)

- Work directly with teachers at grass roots level with pre-service built around education for employment system. (4)

- Coordinate professional development of university staff. (3)

- Promote vocational education and cooperative programs with universities, business, industry, and government. (3)

- Facilitation of university responsibility in vocational education program improvement, articulation and effectiveness, avoiding duplication. (3)

- A single mission chosen by DAVTE, premised upon highest priority statewide need regarding teacher education. (2)

- Provide DAVTE with communications link and coordinate joint efforts.

- Newsworthy newsletters.

- Be a change agent.

- Attack issue of vocational education preparation versus general technological literacy.

- More dissemination and coordination with high schools and state organizations.

5. *What do you think have been the two most important accomplishments of the University Council in the past three years?*

- Holding a state conference on teacher education. (23)

- Position papers, policy statements on vocational education, and speaking for vocational education; support for federal and state legislation. (9)

- Aid in formation of a vocational teacher education association. (8)

- Communication and coordination with other vocational educators and a monthly forum among them. (8)

- Strengthening working relations with DAVTE and input/advice to DAVTE along with representation. (7)

- Improved cooperative efforts between university personnel and university capacity building/staff development. (7)

- None/they have had activities not accomplishments. (5)

- Don't know. (4)
- Coordination of cooperative education instruction and articulation between/among universities in an attempt to standardize course offerings. (4)
- A formal structured delivery system for pre- and inservice in education for employment, and strengthening pre/inservice teacher education. (3)
- Revising certification of teachers (Document One). (2)
- Ability to bring funds to their institutions.
- The Illinois program for Industrial Education.
- Better use of advisory committees.

6. *What do you think have been the impacts of these accomplishments?*

- Don't know. (22)
- Forum for idea exchange and communication. (9)
- More attention given to vocational education on campus and coordinated inservice of teacher education staff. (7)
- Greater coordination, common goals, and direction for preparation/inservice of teachers; better understanding among universities. (7)
- Makes positive impression on legislative bodies and other states - potential increases in legislative funding. Providing unified voice for vocational education. (6)
- None. (4)
- Moderate. Focus is narrow. Vocational education people are teaching same way as 20 years ago. Potentially, could be very great. (4)
- Positive working relationships with DAVTE and among universities. (3)
- An established delivery system for pre- and inservice activities in education for employment policy adopted by ISBE. (3)
- Initiating a teacher organization. (3)
- Possible articulation and elimination of some duplication. (3)
- Funds are drained from needed areas - only individual positions enhanced. (2)
- Improved delivery of cooperative courses. (2)
- Progressive concern in role and function. (2)
- Information dissemination.

Section B

15.b. *What do you think have been the impacts of these activities?*

- Passage of legislation, state/federal funding and statewide image and influence. (8)
- Information sharing/awareness. Strengthening ties between/among various agencies. (7)
- Inservice of teacher education staff coordinated and professional development. (4)
- Formal structured annual meeting and new association. (4)
- Expanded communication and coordination with other employment and training initiatives. (4)
- Teachers better informed as to changing technology and improved vocational education teacher training; mechanism for providing information to field. (3)
- Don't know. (2)
- Vocational education concerns communicated to DAVTE and teacher certification. (2)
- Reduction of duplication of research efforts and more cohesiveness. (2)
- Education for Employment policy.

15.e. *How do you think impacts from these activities could be increased?*

- Impact is weak without a mission - need a mission, prioritize activities, define general goals and yearly objectives to which Council is held responsible. (6)
- DAVTE needs to give Council more direction; involvement with RVAs. (6)
- Impact probably highest in country, if focused on certain activities/awarenesses. (3)
- Fund 5 or 6 universities where structure lends to coordination. (3)
- Report more on effort and justify expenditures, including Council member productivity. (2)
- More legislative activities. (2)
- Don't know. (2)
- None needed. (2)
- Greater cooperation with secondary school personnel outside of organizations.
- To expend more efforts in cooperative ventures - need to have open forums on teacher needs.

- Meet more often.

- On-site evaluations.

Section C

1. *What do you perceive to be the strengths of the University Council for Education?*

    - Ability to act as a whole with communication, coordination and networking. (37)

    - A more active role with DAVTE in teacher pre- and in-service activities and concerns. (11)

    - Don't know/not much. (7)

    - Statewide recognition and leadership for vocational education. (3)

    - Good for professional development and morale, especially at newer institutions. (2)

    - Receiving grants from DAVTE. (2)

    - Ability to obtain vocational program improvement money and not produce any tangible product or benefit. (2)

    - Formal structural delivery system, liaison, and dissemination. (2)

    - Legislative activities. (2)

    - Annual meeting.

    - Prevention of duplication.

    - Capacity building.

    - Effectiveness of individual council members.

    - Uniform curriculum efforts leading toward certification of competencies.

2. *What do you perceive to be the weaknesses of the University Council for Vocational Education?*

    - Competition, self-direction, self-service, isolationism and elitism. (19)

    - Low power bases on home institutions and lack of continuity. (13)

    - Tries to take on mission for which it has not authority, it is advisory and liaison - not policy making. Lacks true mission, purpose and output. (9)

    - Poor exposure to people in local school systems. (8)

    - Don't do much; talk but no action; not held accountable. (8)

    - Lack of current generation knowledge and need to turn out/retrain better teachers. (6)

- Some personalities of Council members/public relations. (6)

- Range of member institutions is too broad. (4)

- Don't know. (4)

- Duplication due to forces beyond Council's control.

- Not enough work with joint staff.

3. *What do you think are the potential long-term impacts of the University Council?*

- Long range planning to identify effective training for vocational education personnel. Improved teacher pre- and in-service - responding quickly to changes/needs. (14)

- Could be articulation and coordination among the universities, along with better service to LEAs and a closer relationship with DAVTE. (12)

- Potential is great in educational reform if vocational education is a university priority and all are willing to work. (8)

- Don't know. (5)

- Staff development with legislative emphasis. (5)

- None unless DAVTE controls it more. (4)

- Further drain on resources without results. (4)

- Reduced duplication of effort. (4)

- Limited focus and mission prevents impact. (2)

- Influence state/federal legislation. (2)

- Working closely with regional delivery systems. (2)

- Recruit top-notch vocational education students.

4. *Explain response (relating to adequate direction to University Council by State Board).*

- Directions should come from DAVTE. If they have been given they have not been effective or heard. Current direction too general and flexible; DAVTE must lead not react. More articulation is needed. (5)

- Not too much nor too little. State may provide too much direction. Only establish parameters, not control. Information lacking about what is going on. Money + freedom + guidelines + help. (4)

- Recent direction more beneficial than at earlier times. State Board provides as much direction as is needed through staff monitoring. State staff have open line to Assistant Superintendent/State Board. State Board is too traditional, conservative, and bureaucratic. (4)

- They have been facilitators. It is a slow process to impact this group. Don't provide too much or Council will be stifled. Act as liaison. (3)

- DAVTE has directed programmatically but not in accountability. Have not been strict enough for the dollars DAVTE invests. Too many activities undertaken--must prioritize. (3)

6. *What recommendations do you have for improving the University Council statewide?*

- Improve operation statewide and on each campus through clear, meaningful objectives to reach a few targeted annual goals. Require accountability for activities. Don't support a half time person on each campus, some should be less; funding based on institutional ability to deliver and more administrative responsibility for liaison person; more authority to do the job as charged. Council needs to get "down in the trenches" and play a greater role in regional concept. (10)

- Need individual Council member evaluation and higher (or more specific) standards. Develop a model for each Council member to use to communicate/coordinate better at local university. Be sure Council member is in a position to effect change. Be proactive. (7)

- Make Council responsible to DAVTE not reverse. Better definitions for accountability by DAVTE and support/carry-out DAVTE initiatives. (4)

- Communicate with non-Council institutions providing teacher training and broaden the base to include private schools. Make it statutory with responsibilities for specific recommendations. (4)

- Develop systematic way of carrying out state initiatives, of building capacity and meeting teacher needs on each campus. Reduce size to institutions with all 5 program areas. Include Assistant Superintendent and Deans. (4)

- Increase awareness of functions and activities. (3)

- Publish a mission statement. Redefine goals. Include state agencies and personnel in meaningful planning of statewide activities. (3)

- Don't know. (2)

- Divide state into liaison regions; have institutions responsible for all services to client groups in regions therefore building - in accountability factor. More focus on University functions to support statewide needs. (2)

- Need to evaluate what vocational teachers need (probably not another course). Address inservice/preservice needs based on statewide needs assessment. (2)

- Universities should be selective in appointing and provide visible support. Provide for continuity of its existence. (2)

- Council should concentrate on narrow annual work plan. Should take stronger role as change agent, catalyst for action. Resolve general vs.

vocational education (e.g., industrial arts and T & I). (2)

- Would provide more objective input to DAVTE if not DAVTE-funded.
- Spend less time at meetings - more on programs/student assistance.
- Eliminate Council.

7. *What recommendations do you have for improving the University Council as it operates on each campus?*

- Develop working committees on each campus. Work more closely with other faculty on campus. (7)
- Make Council more accountable for dollars. Clarify the charge with checklists of ongoing activities. Look at effective ones and force others to do likewise. (7)
- Don't know. (4)
- More classes off-campus. Stress flexibility in program offerings. (3)
- More power to position on some campuses and improve understanding of top university administrators. (3)
- More involvement with regional system. (2)
- Eliminate it. (2)
- Serve as effective liaison between state agency and vocational education programs. (2)
- Recognize that each campus is different. DAVTE sometimes expects too much. (2)
- Provide funds for preservice only.
- Newsletters to make rest of university aware of vocational education.
- Make certain that all departments in university benefit.

8. *Please feel free to provide any additional comments on any aspect of the University Council.*

- Universities should fund members' salaries and only travel paid by DAVTE. Universities should support efforts more. (4)
- Consider voluntary council of presidents, administrators, and faculty for objective input.
- Develop new certified programs in areas needed by industry, business, government.
- Staff development is top need. DAVTE should extend to community colleges, secondary schools. Use RFP and private sector, where applicable.

. Council viewed as closed society, not dedicated to vocational education improvement. Vocational teacher preparation lags in Illinois. University liaison Council has not been impactful and does not deserve full support.

. Council members need to understand that leadership is service.

. Importance of council perceived differently by its members. All need to feel it is important.

. Faculty members discouraged to apply for grants because they feel they will not be selected. Universities in populated areas are under-represented in dollars. So are some vocational program areas.

Impact Survey
(Statewide)
N=87

A.1. *Describe how you relate to the University Council.*

-Hear about council. (20)
-Attend meetings occasionally. (14)
-Work with individual council members. (14)
-Former member. (7)
-No knowledge. (6)
-Attend most council meetings. (5)
-Read minutes of meetings. (5)
-Occasionally appear before council. (3)
-Former manager of R&D section. (1)
-Member of local advisory committee. (1)
-Responsible for council. (1)
-Attend all council meetings. (1)
-Attend council sponsored activities occasionally. (1)
-Former state staff member. (1)
-Little knowledge. (1)
-Will respond later. (1)
-No response. (5)

A.2. *Describe briefly what you perceive to be the mission statement of the University Council at the present time.*
-Do not know. (8)
-Political involvement to protect turf. (2)
-Has none. (2)
-Coordinate professional development of university staff and seek R&D funds.
-Foster vocational education.
-To improve teacher preparation in Illinois. (2)
-To coordinate efforts and determine role in high tech vocational education.
-University advisory to DAVTE and liason with teacher training programs.
-Coordinate vocational teacher education in Illinois.
-Provide coordination and cooperation in leadership in vocational education in Illinois to improve programs.
-Coordinate the delivery of vocational education preparation programs and assess needs for improvement.
-Improve vocational education and support funding for different projects.
-Strengthen linkages between the university council and other agencies especially the ISBE/DAVTE.
-To coordinate the activities related to vocational teacher education and research within and among the member universities.
-Assist DAVTE in defining goals and directions of vocational education.
-To be a unifying organization or group for vocational education; serving to improve vocational education through legislative efforts and teacher education.
-Coordinate vocational education activities at this level.
-None other than survival.
-Coordinate pre- and inservice between the universities in order to provide quality training statewide that is up-to-date.
-Coordinate staff development at state level; articulate program offerings in state to avoid unnecessary duplication.
-Liaison, coordination, policy development, and recommendations.
-Coordination of vocational activities at the university level as relates to vocational education.
-Communication and coordination of pre- and inservice and research.
-To act as decision-making body on issues pertinent to schools involved;

to disseminate information to other groups/schools.
- -Coordinate pre- and inservice training of vocational teachers.
- -Advocacy for higher education vocational education.
- -To coordinate faculty development and capacity building on each campus and to coordinate research services and instructional activities statewide.
- -Upgrade vocational education in public universitites.
- -To meet and discuss vocational education.
- -To be the communciation linkage between the state board and the participating higher education institutions.
- -To enhance and strengthen vocational education teacher preparation and to coordinate efforts among member universities.
- -Leadership, coordination.
- -To coordinate vocational teacher education programs, provide teacher education inservice, and to serve as a vehicle to share ideas and concerns of vocational teacher education.
- -Coordinate the functions of vocational education on each campus; functions as contact person with the state board.
- -Liaison between each university and ISBE as well as capacity building on each campus for pre- and inservice related to education for employment.
- -Plan in- and preservice instructional programs for vocational education staff.
- -Strengthen vocational teacher education and provide linkage between DAVTE and the individual universities.
- -Promote vocational education in state and communicate with universities.
- -Insevice of staff, promotion of vocational education at all levels, promotion of professionalism.
- -Coordinate efforts among the universities that relate to vocational education priorities of the ISBE.
- -To be coordinating agent between state universities and state education administration agencies for teacher preparation issues.
- -Articulation/coordination of activities/programs; input to policy decisions.
- -Advise and counsel on matters dealing with education.
- -To standardize the instructional programs and research activities of all the 4 year training institutions.
- -Improve coordination between Universities' and ISBE. Plan programs and activities for mutual benefit.
- -To link the Universities vocational education teacher preparation activities to the state board office.
- -Improve DAVTE relations with the faculty.
- -To promote closer cooperation and common goals among those institutions engaged in the development of professional vocational personnel.
- -To coordinate vocational education activities at each university and in turn coordinate throughout state; updating of all vocational education instructors.
- -To jointly decide what should be offered to vocational education educators of the future.
- -To provide communication and cooperation to foster coordination of activities to strengthen vocational education on campuses and among universities.
- -Coordinate vocational activities relative to the need of students in Illinois.
- -To be DAVTEs link with each State university that trains vocational education teachers. They should actively promote vocational education on their campuses and work as change agents for updating of their programs and staff.
- -Agree with present mission statements.
- -Empowering, through communication, all parties involved in vocational education.
- -Liaison between universities and State Agency.
- -Provide leadership to the University and coordinate goals with ISBE and DAVTE.
- -Hold monthly meetings to set goals.
- -To aid in the identification and provision of pre- and in-service activities to assist LEAs.
- -Coordination of vocational education programs between universities and the state office.

-To develop uniformity in campus offerings, requirements etc. and to coordinate efforts to a common end.

A.3. *What do you think the mission statement of the University Council should be if different from above?*

-Work to provide quality preservice programs as supply/demand dictates in selected universities.
-Be more accountable to teacher pre- and inservice which is vital.
-Work directly with teachers at grass roots level.
-Coordinate professional development of university staff.
-Promote vocational education and technical education and work cooperative programs with universities and business, industry and government.
-Newsletters that are newsworthy, not just "hyping" particular university.
-Provide DAVTE with communications link to vocational education pre-service, state-of-the-art programs in Illinios, and coordinate institution/DAVTE teacher preparation activities.
-Be a change agent.
-Establish combined vocational education departments, attack the issue of vocational education preparation versus general technological literacy.
-To develop a master plan for preservice teacher preparation for all levels of vocational education including administration and support staff as an inservice plan for up-dating and retraining teachers.
-Better inservice for vocational education instructors throughout Illinois.
-Improved teacher training through communication and coordination of selected annual priorities regarding vocational and non-vocational university resources.
-Develop and operate quality teacher training programs.
-If DAVTE supports council with dollars, it should devote itself to a single mission chosen by DAVTE e.g. preservice education; the mission should be premised upon the highest priority statewide problem regarding teacher education.
-Facilitation of university responsibility in vocational education program improvement.
-Needs more dissemination and coordination with high schools and state organizations.
-Identify state development needs in state, provide leadership for staff development; should not be paid for pre-service programs or to write RFP's.
-To sustain and strengthen the quality of pre- and inservice, to promote vocational education at university level, to enhance communication among the universities to promote efficency and effectiveness (avoid duplication).
-Staff development for vocational teachers in the field.
-Identifying, developing, and implementing ongoing teacher training relevant to labor market and technology.
-Funds should be for vocational preservice programs only.
-To develop a statewide plan for pre-service and inservice, research and other activities as might be needed.
-Same.
-To lead or to drive vocational education reform through teacher preparation and research regarding effective schools and school improvement.
-To promote the inservice of university staff in the public schools prior to their attempt to develop new professional personnel.
-Promote vocational education university-wide and provide leadership for every department and teacher in vocational education.
-Coordination/articulation and leadership in development of high quality teacher education programs.
-Pre/inservice built around education for employment system.

A.5.a. *What do you think have been the two most important accomplishments of the University Council in the past two years?*

-Don't know. (19)

-None. (3)
-Holding a conference on teacher education. (17)
-Aid in formation of vocational teacher education association. (8)
-Support for federal/state legislation. (2)
-Strengthen working relationships with SEA.
-Input and advice to DAVTE.
-Communication with other vocational education people.
-Improved cooperative effects between university personnel.
-A format structured delivery system for pre- and inservice in education for employment.
-Increase the amount of funding each receives.
-Capacity building responsibilities on home campus.
-Coordination of cooperative education instruction.
-To provide a forum among these teacher educators.
-Position papers.
-Policy statement on vocational education.
-They have had activities not accomplishments.
-Have been more coordinated and integrated in their efforts.
-Education for employment policy study.
-Better communication. (2)
-More active role.
-Their ability to bring funds to their institutions.
-Coordinate activities and plan programs of the universities and of vocational education.
-One of the members has been very effective in speaking for vocational education.
-Representation.

A.5.b. *What do you think have been the two most important accomplishments of the University Council in the past two years?*
-Take DAVTE information back to university staff.
-Don't know. (4)
-None. (1)
-Greater cooperation with DAVTE.
-Advising DAVTE.
-Teacher education conference. (2)
-Directed efforts of universities to begin focusing on staff development.
-Strengthened vocational education preservice programs.
-Workshops.
-Liaison between ISBE/DAVTE and each university campus.
-Organization of IVTEA. (3)
-Development of position papers on federal legislation.
-The Illinois program for Industrial Education.
-Various testifying by the group.
-Lobbying state and national leaders. (2)
-Individual capacity building activities on some campuses.
-Revising certification of teachers.
-Articulation with other universities.
-Have made better use of their advisory committees.
-Monthly meetings to discuss issues.
-An attempt to standardize course offerings.
-Professional development for staff members.
-Meeting once per month.
-Advice and assistance.
-Involvement with up-dating document #1.
-Individual accomplishments on campus.
-Reinforce joint staff meetings.

A.6.a. *What do you think have been the impacts of those two accomplishments?*

-Don't know. (18)
-None. (3)
-Greater coordination.
-Moderate.
-Preservice teacher education is mandated in Perkins Act.
-Positive working relationships with SEA.
-Focus is very narrow, vocational education people are teaching the same way they did 20 years ago.
-Common goals and directions for preparation and inservice of teachers.
-An established delivery system for pre- and inservice activities in education for employment.
-Funds are drained from needed areas.
-More attention given to vocational education on campus.
-Provides means for formal structured teacher education inservice to help them realize real world.
-Improved delivery of coop courses.
-Ongoing.
-A forum of idea exchange.
-Increase potential for improving teacher training.
-Pulling together teacher educators statewide.
-Information dissemination.
-Initiating a teacher educator organization.
-Coordinated inservice of teacher education staff.
-Improved professional status for present and future vocational education teachers.
-Possibly has eliminated some duplication of programs.
-Potentially could be very great.
-Efforts have become more centrally focused and not fragmented.
-New policy adopted by ISBE.
-Made a positive impression on legislative bodies and other states.
-Better understanding among universities. (2)
-More communication.
-Enhance positions.
-Better service by ISBE and the universities.
-Increased legislative funding for vocational education.
-Role and function.
-Better communications.
-Opportunity to share information and organization to meet needs of vocational teacher educator.
-Better communication for university instructors.
-Brings the education communities together.
-Brings issues to teacher educators.
-Expanded involvement/awareness of vocational education issues.
-Upgraded faculty.

A.6.b. *What do you think have been the impacts of these two accomplishments?*

-Don't know. (4)
-None.
-Unified approach to concerns of vocational education.
-Moderate.
-Awareness of needs statewide for staff development.
-Better planning and information for both DAVTE and universities.
-Sharing of ideas has resulted in less duplication and expansion of offerings.
-Enhanced working relationships between ISBE/DAVTE and each university as well as among university campuses.
-Increased numbers of participants above and beyond the council membership.
-Visibility of council and growth of coordinators.
-Being implemented.
-A forum of idea exchange.

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- Providing a unified voice for higher education.
- Local efforts are not the result of single individual but rather a collective effort.
- Probably helped decrease duplication and increase understanding of state efforts.
- More uniform training and common cores.
- Updated and inserviced staff members.
- Council members visibility.
- Programmatic concern in role and function.
- Staff development.
- Increased awareness.

B.15.b. *What do you think have been the impacts of these activities?*

- Don't know. (2)
- Information sharing-awareness.
- Ensures vocational education concerns are communicated to DAVTE.
- Strengthened relationships with SBE staff especially in teacher education/ certification areas.
- Affected awareness of needs in vocational education.
- Passage of legislation.
- Inservice of teacher education staff.
- Teachers are better informed as to changing technology.
- Better able to identify personal needs for job improving skills.
- Credit is now being given as an incentive for professional improvement, should be strengthened and required for certification.
- Universities need to be involved in legislative process.
- Coordinated effort to insevice university staff.
- Mechanism for providing information to the field.
- Some influence on pending legislation.
- Formal structured annual meeting is providing inservice resulting in improved education programs at most campuses.
- Teacher education awareness.
- Professional development.
- State funding results.
- New association has potential impact on increased numbers. (2)
- Improved image and understanding of vocational education to legislators and state community.
- Avenue of communication for those in teacher preparation.
- Strengthened the ties between and among various agencies.
- Annual gathering of like spirits--community-building.
- Improved vocational education teacher training.
- Reduction of duplication of research efforts.
- Expanded coordination with other employment and training initiatives.
- Positive impacts seem to be in the influence category.
- Greater awareness of accomplishments and needs of vocational education.
- More cohesiveness.
- More opportunity for awareness activities.
- Education for Employment policy.
- Legislative moves for school reform.
- Better communication and coordination.
- Increased federal funding for vocational education.
- Better communications and up-dating.
- Some impact, but limited due to the lack of cooperation with RVA.-Very little involvement with the council.
- Legislative support for vocational education. Increased communication for teacher trainers. Input to IVA from State Universities.

B.15.c. *How do you think impacts from these activities could be increased?*

-If focused on certain activities.
-Impact is probably highest in country.
-Reporting on efforts, justifying expenditures.
-Impact is weak without a mission.
-Reaching out to untouched audiences.
-DAVTE needs to give the council more direction.
-Clear goals and yearly objectives.
-More legislative activities.
-Greater cooperation with secondary school personnel outside of professional organizations.
-Must define objectives, council cannot be everything to everybody.
-By restructuring at the university level; only two of the universities have structure that lends itself to real coordination on campus; by funding the five or six institutions that are really involved in vocational education. Limited resources have to be used where they buy the most.
-Too few people (including DAVTE staff) understand the council, its goals and functions.
-Some should be increased, others may be adequate, think this has to have direction as the future unfolds.
-Some council members could be more productive.
-Improve local operation at each university by developing basic checklist of necessary ongoing activities and clear specific annual objectives.
-Need to expend more efforts in cooperative ventures, need to have open forums on teacher needs.
-More time by council involved in legislative activities.
-More leadership by SBE and council to increase interest and attendance.
-More involvement to DAVTE staff so that they are better informed as to council activities and impacts.
-Don't know. (2)
-No! Decreased under the present system.
-I think they are about right.
-Meetings more often.
-More direct involvement with RVA. Being knowledgeable of activities that the RVA's face.
-The evaluation which took place this year should help. We need to pay based on performance and outcomes.
-State board could be agenda items.
-Varies greatly from institution to institution.
-Prioritize activities-channel to pre and inservice with increased DAVTE direction.
-Better use of DAVTE funds at the different universities.

C.1. *What do you perceive to be the strengths of the University Council for Vocational Education?*
-Don't know. (4)
-Good for professional development and morale especially at newer institutions.
-Ability to act as a whole.
-Receive grants from DAVTE.
-Contract generation for own use.
-More active role in teacher in- and preservice in cooperation with DAVTE.
-A consistent group of professional vocational educators with a network at each university.
-Communication, coordination.
-Statewide recognition and leadership for vocational education.
-Coordination.
-Surfacing concerns for preparation.
-Forum for discussion.
-Sharing information and concerns among institutions.
-Sharing concerns.
-Brings movers together.

-One rep from each public university gets to talk to same each month.
-Providing inservice for new teachers.
-The nine universities cooperatively working with ISBE to improve vocational education programs and instruction.
-Formal structures delivery system and liaison.
-The ability to obtain vocational education program improvement money from the department and not produce any tangible product or benefit to the educational system.
-Coordinated effort to improve vocational education.
-Close ties with ISBE/DAVTE; locating and enlisting resources for annual meeting; council portray professional image.
-It is a mechanism for coordination, cooperation and advising.
-Regular contacts to consider and coordinate common problems and needs.
-The potential for inter- and intra-university communication and cooperation largely unrealized as yet.
-Providing a unified voice for vocational teacher education.
-Progress and achievement have not come as far as they should but better than nothing at all.
-Linkages among the various universities.
-As of now, the fact that dollars from DAVTE are availible to them each year without competition or much accountability and they learn about other dollars availible for R&D activities as well as have the opportunity to keep abreast of ISBE/DAVTE efforts.
-Coordination of activities at university level with state board initiatives and policy directions. Provided a good opportunity to blend academic and administrative concerns, liaison, coordination.
-Improving communciation between vocational education at their level not necessarily above or below.
-Serving as coordinating agency on individual campuses.
-Staff development, pre- and inservice.
-Organized and meet on a regular basis and therefore communicate.
-Communication among vocational teacher education institutions.
-Coordinate efforts, standardize, prevent duplication.
-Communication with member groups.
-Coordinated approach.
-Sharing of ideas, there is strength in numbers as decline occurs in each subject area.
-Continuous communication.
-Legislative activities.
-Not much.
-Statewide communication.
-Communication linkages.
-Attempts to communicate.
-Good idea but does not really get out in state.
-Capacity building activities and legislative efforts.
-None to my knowledge.
-Providing a united force on legislation; coordinating personnel requirements.
-Communication and potential to change requirements and programs in vocational education.
-Potential to change pre-service training to better prepare vocational teachers and guidance personnel. Just need to do more.
-Communication mechanism, information and consultant assistance for both parties.
-At times, there have been very effective individuals on the council.
-Communication among council members.
-Open lines of communication internally.
-Opportunity for communication and cooperation.
-They are a vehicle for us disseminating information.
-Communication.
-Coordinate activities from a statewide basis.

- Interest and concern expressed for vocational education is strong.
- United front for the Universitites.
- Sharing and trying to coordinate pre and inservice activities.
- Uniform curriculum efforts leading toward certification of competencies.
- State and university personnel talking, planning, acting together.
- Provides communication lines from ISBE to universities.
- Representation provides PR with state board.

C.2. *What do you perceive to be the weaknesses of the University Council for Vocational Education?*

- Lack of current generation knowledge.
- Unaware of what's going on in "real world."
- Competition and self direction.
- Tries to take on mission for which it has no authority-it is advisory and liaison.
- Some personalities of council members.
- Poor exposure to people at local school systems.
- Duplication due to forces beyond their control.
- Low power bases in home institutions.
- Nothing new and innovative; some courses haven't changes in 20 years.
- Don't know. (4)
- Efforts are not well known to locals and state staff.
- No mission, no sense of who is boss, arrogance and aloofness.
- Sometimes perceived as an isolated entity which is sometimes reluctant to act on suggestions/recommendations from outsiders.
- Little direction from DAVTE, very little clout on home campuses, members of council should be directly responsible to provost on each campus.
- Their purpose and output.
- Perception of an elite club.
- Not aware of local needs, more interested in getting student for campus programs.
- They don't do much.
- Public relations.
- Possibly we are working for each university rather than total cause of vocational education.
- Lack of authority.
- Taking message back to university that we need to turn out better trained vocational teachers.
- Individual council members don't seem to have the clout to impact activities at their institution.
- The council does not have much authority as a group. Some council members have far more than others at home. Range of membership institutions is too broad.
- Visibility on campus beyond specific administrative unit.
- Talk but no action.
- Not sure they have the authority on campus to accomplish what they would like to or should; not sure staff under them know and do what they should.
- Lack of accountability, mission, self serving perspective of most members, incestuous like group, lack of top-notch person from each campus.
- Equal treatment of unequal institutions, lack of clear purpose.
- Council members must share information with appropriate others on campus, recommendations made to the council regarding change must be followed up, too often there is no information back to group regarding action.
- Independence of universities and diversity of staff representing each university.
- Lack of accountability and some institutions get too much money.
- Perceptions and actions as a separate bureaucratic entity rather than a representative, cooperative body, and treatment of the council as a funnel with nine spigots for state/federal dollars.
- Little clout, status quo still strong.
- Each is too protective of own institution, most not in postition to effect

change.

-Not enough work with taxomatic joint staffs. Enlisting services of state staff to help on planning committees after the decisions have been made.

-Little consistency in who the rep is in some cases and the position they hold within the institution, they may or may not be a change agent.

-Turfism, and the inability to function effectively, it tries to be a policy making body for the institutions, DAVTE, and ICCB but is it not a policy maker.

-Because they have tried to be all things to all people the impact of the council is not perceived as effective.

-The fact that many of us do not know what they do.

-Lack of continuity of council members by some institutions which results in non-informed members.

-Do not believe that many council members understand vocational education and really support it on their campus.

-Activities focus on council and not on university program improvement.

-Educators talking to educators all university level.

-Not really making much impact. The vocational teacher conference is not well thought of.

-May tend to be somewhat self-serving.

-They are monitors of, in most cases, rather than leaders in...

-Communication from council members to all vocational instructors at each University. Some universities seem to be much better than others.

-Communication to others as to what you do.

-Sometimes not enough information about what is happening in areas other than vocational education, this could be related to teacher education needs.

-The impact or effectiveness of these people is totally dependent on their own personal strengths and drive. Because of this we get a bunch from some and nothing from others.

-Lack of staff participation.

-Involving all LEA's in planned activities.

-Lost view of its purpose.

-Being another separate group in Illinois.

-Inability to change respective universities in course offerings and staff up-dates.

-Lack of impact on colleges/private universities preparing vocational education teachers.

-Failure to coordinate activities within the various universities.

-Inconsistency from campus to campus.

-Elitism on part of one school.

C.3. *What do you think are the potential long-term impacts of the University Council for Vocational Education?*

-Don't know. (5)

-None. (1)

-Continuous provider of qualified teachers and research. (2)

-If focus and mission were limited in scope it would have long term impact.

-Hard work-vocational education is hurting.

-Could be articulation among universities and better sevice to LEA's.

-Continued coordination of state and university efforts to improve delivery of vocational education.

-Long-range planning to identify effective training for vocational education personnel.

-Improved teacher pre- and inservice.

-Great if they view vocational education as a priority.

-Staff development.

-Improved teacher education programs both pre- and inservice.

-Enhanced working relationships between ISBE/DAVTE and universities.

-Further drain on resources without results.

-Hopefully to improve teacher preparation.

-Quality teacher education, influence state and federal legislation and vocational teacher inservice.
-Improved teacher education, efficency and master planning.
-Might help to have closer ties with and responsibilities from boards of directors.
-Inter and intra-institutional communication and cooperation on specific targeted initiatives.
-Creating a better way to inservice teachers and revising preservice programs.
-Working closely with regional delivery systems.
-Better prepared teachers.
-Better pre- and inservice.
-Represent the university system on key issues, communicate to local university faculty regarding needs from field as well as ISBE/DAVTE efforts, reduced needless duplication of effort, and respond quickly to changes/needs.
-Improvement of teacher education and prevention of duplication of effort.
-Could be great given the authority of the university.
-Cooperative linkage to reduce competition among the universities.
-Could be very great given the legislative emphasis on personnel development.
-Hopefully recruit top-notch students for vocational education.
-Better understanding.
-Coordinated delivery of teacher preparation programs that meet occupational and instructional needs.
-Great if we keep working.
-Could be great if more willing to work with other levels of education.
-Probably few but the council will survive forever.
-Inservice training for local vocational education programs.
-Very little.
-Staff development including upgrading university instructors.
-None if state doesn't take control, put on track and exercise authority.
-Teacher education for regional delivery.
-The council must lead, it is missing a great opportunity with the importance of high technology.
-Little, if no changes are made.
-Better communication and coordination.
-Potential could be great in leadership and educational reform.
-Better communication; better trained LEA instructors; more influence on legislative matters.
-Increase teacher awareness of their field and the outside world.
-More cohesive approach to teacher education.
-We could get the universities to become a part of vocational education. Ultimately determine who will offer what programs.
-Due to lack of involvement, I'm not sure.
-Little if any.
-Improvement of vocational education at the LEAs and CC levels.
-Improved vocational education teacher training.
-Updated instructors and administrators.
-Improved vocational education; needed materials for instruction.

C.4. *Please explain your response (relating to adequate direction to the Council by the State Board).*

-Directions should come from DAVTE.
-If given, it has not been effective or heard.
-We need to have more articulation efforts which are fruitful.
-Not too much or too little.
-Lack of publication of what is going on.
-Recent direction has been more beneficial than at earlier times.
-State board is too traditional, conservative and bureaucratic.
-State board provides as much as the council needs through staff time devoted to monitoring and planning.
-State probably provides too much direction.

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-Feel it is becoming more direct.
-They have been facilitators.
-Would guess it is very general and loose.
-Slow process to impact this group.
-Yes in programmatic area, no in accountability.
-Feel direction has been too general and flexible.
-Possibly not, but state should only establish the parameters not control.
-Excellent and professional state staff have been assigned to and worked with council. State staff have been an open line to Assistant Superintendent and state board.
-DAVTE has reacted rather than taken the leadership role.
-Should not provide too much and stifle the creativity of the council.
-Provides vehicle.
-Would seem so.
-We have not been strict enough for the amount of money we invest in these people.
-Too many activities have been attempted; prioritize and place efforts in few activities.
-As liason.
-Money + freedom + guidelines + help.

C.6. *What recommendations do you have for improving the University Council for Vocational Education statewide?*
-Make responsible to DAVTE, not DAVTE responsible to them.
-More coordination of teacher pre- and inservice statewide.
-Would provide more objective input to DAVTE if it were not DAVTE funded.
-Get teachers involved; they know what needs to be done but no one listens.
-Better definitions by DAVTE as to what the funds are to be used for or not used for.
-Don't know. (2)
-Broaden the base to include private schools. Increase research activities in areas identified by LES/SEA staff.
-Increase awareness of activities and functions.
-By supporting and carrying out state board initiatives.
-Continue in cooperative efforts.
-Each campus should have a systematic way of carrying out state initiatives, and a systematic way of building capacity and meeting teacher needs.
-Reduce in size to institutions with all five program areas, meet quarterly and include assist. Super. and deans--make policy.
-Be sure that the rep. is in a position to effect change on campus.
-Do not use state staff on committees as window dressing.
-Universities should be selective in appointing and provide visible support. Council should concentrate on a narrow annual work plan.
-Resolve general vs. vocational education (e.g. industrial arts vs. T&I).
-Improve operation on each campus and statewide through clear, meaningful objectives to reach a few targeted annual goals.
-Require them to be accountable for activities.
-We shouldn't support a half-time person on each campus, some should be less.
-Council needs to take a stronger role as a change agent, a catalyst for action.
-Funding based on institutional ability to deliver and more administrative responsibility for liaison person.
-Vocational education is in serious trouble in secondary schools, the council needs to take an active leadership position, universities must be willing to get down in the trenches before it is too late.
-Improve communications, give them more authority to do job as charged by ISBE.
-More direction from DAVTE.
-Play a greater role in the regional concept.
-New materials will be needed in courses based on approved task list for the various occupations.

-Make it a statutory organization with responsibilities for making specific recommendations to IBHE, ISBE, and ICCB.
-More membership, more information on activities published, particularly to high school counselors.
-More legislative activities.
-Eliminate it.
-Become aware of needs located throughout delivery area.
-Accountable for $730,000 tax dollars.
-Question spending over $700,000 budget to do things the Universities ought to be doing anyway; need to evaluate what vocational teachers need, doubt it is another college graduate course.
-Spend less time on meetings and reports and more time on programs and student assistance.
-Divide state into liaison regions and have institutions reponsible for all services to client groups of their regions, thereby plugging in an accountability factor for liaison continuation.
-More focus on university functions and how those can be changed to support statewide needs.
-Some council members are much more effective than others, therefore, individual evaluation and higher standards (or more specific) should have to be met, or change in personnel should be made.
-Get the council members back in the secondary setting for inservice.
-Develop a model for each council member to use to communicate, coordinate better at each local university level; give topics which must be communicated ask for follow-ups such as minutes, attendance and agenda at meetings at each university.
-More communication.
-Become procative in who is a university's council member, give these people objectives to accomplish and if they don't we get some one who can.
-Give only.
-Include state agencies and personnel in planning statewide activities.
-Redefine their goal.
-None.
-Publish a mission statement.
-Address preservice/inservice needs; with DAVTE develop a statewide plan, assess needs and deliver programs.
-Affiliate with IVA.
-Inform vocational educators of Council's activities.
-Provide annual specific goals and pay according to accomplishments
-Monitoring the spending of $ at each University.
-Provide for continuity of its existence.
-Communicate with non-Council institutions preparing vocational education teachers.
-Evaluate effectiveness on each campus.
-Work with program consultants to understand expectations for teacher education graduates.

C.7. *What recommendations do you have for improving the University Council for Vocational Education on each campus?*
-Improve communication process to pass word to staff.
-More involvement with regional delivery system.
-Serve as effective liaison between state agencies and vocational education programs.
-More power to the position on some campuses.
-Set goals and stay with them; fight for vocational education.
-Each campus is different; DAVTE may sometimes expect too much and council members run resources too thin.
-Provide funds for preservice programs only.
-Work with other faculty on campus to solve problems.
-Give university rep. status and clout on local campus, flexible with services,

more cooperative courses, move more classes off campus, impress on university that they must be more flexible in program offerings.
-Accountable for their share of tax dollars.
-Visit industry and schools.
-Eliminate it.
-Develop work committees on campus.
-Improve the understanding of the council on the part of the upper management as to its role and function.
-Get other vocational education staff involved in the total picture at each campus.
-Newsletters regularly distributed to all faculty; make rest of university aware of vocational education, its challenges, changes and successes.
-Utilize the regional delivery system to get involvement of university personnel and local staff.
-Make them more accountable.
-Clarify the charge to each representative through clear objectives. Develop a checklist of the kinds of on-going activities (e.g. interdepartmental curriculum development with other departments, interdepartmental hospitality functions to promote understanding of vocational education concepts, such as vocational student organizations and IVA and affiliates) rather than promote a list of faculty inservice events. Reduce required paperwork to promote action instead of reports.
-Better define the role of the university rep.
-Coordinator should earn credibility, facilitate staff continuing development and use local administrator advisory groups.
-Communicate regularly with rest of vocational staff, follow-up on recommendations of vocational staff.
-Cancel it.
-Be more responsive to pre- and inservice needs identified by locals.
-Outreach to teachers and provide programs in all five areas.
-Give definite directions with evaluation and follow-up.
-None.
-Don't know. (4)
-I don't feel the university system lends itself to a council member being effective unless the individual member has found a way to work within the university.
-See #6 above:Statewide, communicate to each council member what activities took place, and follow-up such as minutes etc.
-Look at the effective ones and force the others to use the effective methods of the good ones.
-N/A.
-Not all campuses have a vocational program.
-Input is needed from all segments of the state. Non-input from communities activities.
-Depends upon judgements of the coordinators.
-Make certain that all departments benefit from the project.
-Make sure the liaison money is really committed to a better relationship.

C.8. *Please feel free to provide any additional comments on* _any_ *aspect of the University Council for Vocational Education.*
-Consider voluntary council of presidents, administrators, and faculty for objective input and authority person.
-Develop new certified programs in areas needed by industry, business, government.
-Staff development is a top need in Illinois today. DAVTE should expand this to community colleges, secondary schools -- use RFPs -- use private sector where applicable.
-Feel only expense should be travel expenses. The universities should fund the salaries of council members.
-Council is often viewed as a closed society that is not open to new ideas, not

cooperative, not dedicated to the improvement of vocational education. Members come across as superior and only interested in the money they derive.
-None.
-Vocational teacher preparation lags way behind in Illinois, as have changes in the vocational education delivery system. The university liaison council has not had that much of an impact on bringing about needed changes and I don't see that changing or see a need for increased efforts to support the council. In fact, support should be decreased and let the universities support the effort.
-Don't know if: council is mandated, who and how it advises, source of funding, perception of groups it advises.
-I will be glad to speak with anyone on possible improvements/suggestions. ISBE/DAVTE.
-Council members need to understand that leadership is service.
-The importance of the council is perceived differently by its memebers; all need to feel it is important.

Faculty members are discouraged from presenting ideas to the call for grants because they know that it is unlikely that they will be selected to carry out the project. Usually the State Department chooses prestige schools.

Universities located in populous parts of Illinois are under-represented in the dollars spent for research and development concerning vocational studies.

For example:

We presented workshops for Home Economics teachers in the years 1978 - 79 and 79 - 80 in five different places in the Chicago Metropolitan area. In Waukegan the participants were very appreciative saying that there had been no such opportunity for twenty years. In spite of many letters from high school home economics teachers to the State Department no departmental workshops have been approved since.

It appears that the money is apportioned to subject matter areas first according to the values the State Department of Vocational Education, and second, according to the values of the Dean of Education. Frequently, Deans of Education have little experience with vocational programs and fail to appreciate the value of their contribution.

I suggest a formula for the distribution of funds that would insure each subject matter area have a designated portion or percentage. A small percentage could be used for special purposes each year.

For example, I know of an instance where a faculty member was encouraged to request a mini grant for research involving the development of competencies for existing positions in the subject matter area. The grant was denied because the Dean did not understand the value to the community and to the students of the university's developing relationships with employers who appreciate cooperation in training for competencies for which they are willing to pay.

Personnel in the State Department of Vocational Education have helped to hasten their own demise by their failure to emphasize the value and insist on a high quality of well taught vocational programs

Vocational classes - and whole curricula - have been eliminated in schools where the need is great.

Efforts to inform decisionmakers about the value that vocational education imparts have been inadequate and poorly timed. With fewer people employed in vocational education there is less input into public policy regarding its contribution to community life and to students as successful and contributing members to the gross national product.

In other words there are fewer people available to write their congressmen and legislators.

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Exhibit M

Phone: (612)633-1103

Educational Operations Concepts, Inc.

1773 Skillman West Saint Paul, Minnesota 55113

June 30, 1985

TO: Dr. Joseph P. Helbling

FROM: Fred and Eileen McCormick

We are pleased to provide you a final copy of "Occupational Education Coordinator Project: A Summary Impact Statement" for each of the nine university member campuses of the University Council for Vocational Education in Illinois (UCVEI). Drafts of these summaries were reviewed by you and by each of the UCVEI members commencing March 20, 1985 and following our two weeks of campus visitations during February.

Following an introductory statement, each Summary Impact Statement has two sections, as follows:

- . Major Activities and their Impacts; and
- . Factors that Inhibit/Enhance Impacts.

A Statewide Impact Assessment Summary across the nine UCVEI member universities has also been prepared as one of the sub-sections of the Major Findings section of the Project's Final Product.

May we suggest that you consider the following actions related to these Summary Impact Statements:

- . Transmit each university's Summary Impact Statement to each of the chief executive officers, respectively, with a copy to the UCVEI member on each of the nine campuses. Include a copy of the "Statewide Impact Assessment Summary Across the Nine Member Universities", as well.
- . Seek to follow-up the suggestion we made to the Council on June 6, i.e., that each UCVEI member share a copy of his/her Summary Impact Statement with the other eight UCVEI Members;
- . Follow the transmittal of these Summaries with a visit to each campus to discuss the summary fully with all appropriate university personnel, as a basis for program improvement efforts. (If project funding were available, we would have suggested that we accompany you on these follow-up visitations.)

We have expended a good deal of time and energy in the data gathering, analysis and reporting of these summary impact statements. We wish you every good success in utilizing them as bases for further program improvement as Vocational Education continues to work in Illinois. Kindest personal regards.

Enc.